

Universidade de Lisboa



Creating Bridges of Knowledge in the English Classroom

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Abstract

This report describes the Supervised Teaching Practice (STP) related to the Master's in Teaching English in the 1st Cycle of Education (2019-2021) at the University of Lisbon. The STP took place in the academic year 2020-2021, more specifically between 15 October and 19 November 2020.

The STP was conducted at Escola Básica S. João de Brito, part of the Agrupamento de Escolas de Alvalade, with a fourth-grade class and it comprised eleven one-hour lessons. In these lessons the themes “Outer Space” and “Portugal in Europe and in the World” were explored and adapted from the *Estudo do Meio* curriculum. The lessons focused on the vocabulary of each of the themes combined along with other aspects of the English curriculum, such as ordinal numbers, use of adjectives and lexical chunks.

The aforementioned themes were adopted so to analyse if a cross-curricular approach to English teaching in primary school would be beneficial for students' knowledge and use of the language. In light of this, different cross-curricular methodologies and techniques were adopted to encourage the students' interest in the English language as well as in the thematic content. For that, different activities based on the principles of CLIL were created. For further development, Task-based learning techniques were also used. Furthermore, different techniques were used to analyse the students' progress, like direct observation, homework assignments, and initial and final quizzes at the beginning and end of each topic.

The results obtained in this analysis revealed that students' interests and motivation played an important role in the development of these themes and that the majority of the students acquired the new vocabulary as well as the new structures. Furthermore, the level of English use in the classroom increased significantly, which is a very positive sign that students became more proficient in the language.

Key Words: Young Learners; Content and Language Integrated Learning; Cross-curricularity; Interdisciplinarity; English as a foreign language.

Resumo

O presente relatório descreve o trabalho desenvolvido na Prática de Ensino Supervisionada (PES) realizada no âmbito do Mestrado em Ensino de Inglês no 1º Ciclo do Ensino Básico (CEB). A PES decorreu no ano letivo de 2020-2021, entre os dias 15 de outubro e 19 de novembro de 2020, na Escola Básica S. João de Brito, pertencente ao Agrupamento de Escolas de Alvalade, localizado no centro de Lisboa.

A unidade didática programada para a disciplina de inglês foi lecionada a uma turma do quarto ano de escolaridade ao longo de onze aulas de sessenta minutos cada. Nestas aulas os temas “Outer Space” e “Portugal in Europe and in the World” foram desenvolvidos. Estes temas foram escolhidos tendo em conta os temas prescritos pelo currículo de Estudo do Meio nomeadamente “Os Astros” e “Portugal na Europa e no Mundo” (s.a., 2018). Para cada tema foi feita uma seleção de vocabulário variado que correspondia aos diversos requisitos temáticos, mas também permitia uma ligação com alguns aspetos do currículo estabelecido para a disciplina de Inglês, nomeadamente os números ordinais, o uso de adjetivos e outras expressões lexicais.

A escolha da unidade didática recaiu nestes temas pois, após um período de observação da turma-alvo, que decorreu no ano letivo 2019/2020, mais especificamente entre 29 de novembro de 2019 e 10 de março de 2020, quando a turma-alvo frequentava o terceiro ano de escolaridade, foi possível verificar a existência de interesse por parte dos alunos nestes temas, nomeadamente, no tema do Espaço. A observação da turma, bem como a análise do projeto piloto do qual o Agrupamento faz parte, o *Projeto de Autonomia e Flexibilização Curricular*, levou à escolha do tema de análise deste relatório, que tem como objetivo perceber se uma abordagem interdisciplinar no ensino da língua inglesa na escola primária é benéfico para o processo de aprendizagem dos alunos, e se os seus conhecimentos da linguagem poderão ser complementados com conhecimento do conteúdo extraído do currículo de outras disciplinas, neste caso, Estudo do Meio.

Tendo em conta as recomendações e requisitos dos documentos nacionais que regulam o ensino de inglês no 1º CEB – *Metas Curriculares* (Bravo *et al.*, 2015) e *Aprendizagens Essenciais | Articulação com o Perfil dos Alunos – 4º ano, Inglês* (s.a., 2018) – e o que foi adotado pelo Agrupamento de Escolas de Alvalade e exposto nos

documentos *Plano de Inovação Curricular do Agrupamento de Escolas de Alvalade* (s.a., 2019) e *CrITÉrios de Avaliação – 4º ano* (s.a., s.d.), a contextualização metodológica da PES reflete os princípios de *Content and Language Integrated Learning* (CLIL). Desta forma, no âmbito da aquisição e prática da língua inglesa estabelecida pelos documentos acima referidos, e tendo em conta as características e dificuldades dos alunos analisadas aquando do período de observação, os princípios da interdisciplinaridade foram complementados por diversas técnicas (especificamente as fixadas pelo *Task-Based Learning*) que permitiram desenvolver o papel de cada aluno enquanto utilizador da língua inglesa. Um dos objetivos destas práticas foi o de aumentar significativamente o uso da língua inglesa dentro da sala de aula. Ao mesmo tempo, os alunos foram incentivados a explorar o uso da língua, mesmo quando não dispunham de todo o vocabulário necessário para as suas intervenções. Adicionalmente, as atitudes e comportamentos dos alunos em sala de aula foram visados em certas atividades com foco nos temas de valores, de forma a instigar nos alunos a compreensão e aceitação das rotinas e regras de sala de aula.

De modo a analisar a evolução dos alunos ao longo das onze aulas lecionadas e aferir se a abordagem interdisciplinar de conteúdo original de Estudo do Meio adotado para a disciplina de Inglês obteve os resultados desejados, diversos métodos e estratégias foram utilizados. Primeiramente, foram realizados questionários no início e no fim de cada unidade temática que permitiram comparar o nível de compreensão e aquisição do vocabulário lecionado bem como das estruturas gramaticais e frásicas utilizadas ao longo das aulas. Para além disso, através da observação direta das intervenções dos alunos em sala de aula, foi possível estabelecer uma linha comparativa entre a quantidade de inglês utilizada pelos alunos em sala de aula no início e no fim da PES. Ainda através de pequenos trabalhos de casa foi possível aferir e analisar diferentes capacidades dos alunos relativas ao uso da língua inglesa bem como à recolha e tratamento de informação.

Este relatório está organizado em quatro capítulos. A introdução que antecede os capítulos reúne uma breve apresentação do tema que irá ser explorado, bem como uma justificação para a escolha deste tema, tendo em conta o contexto em que a PES foi levada a cabo. De seguida, o primeiro capítulo reúne os aspetos teóricos que estiveram na base de todo o trabalho desenvolvido. Para isso, numa primeira instância são exploradas diferentes abordagens interdisciplinares, as suas características, vantagens e desvantagens, tendo em especial atenção o ensino de inglês no 1º CEB.

Na segunda parte do capítulo parte-se para uma investigação de dois métodos de interdisciplinaridade: *Content-Based Instruction* (CBI) que, como o nome indica, tem como ponto central de ação o conteúdo a partir do qual se parte para o ensino da língua; e *Content and Language Integrated Learning* (CLIL) que, embora semelhante a CBI na sua essência, procura ir mais além no campo da interdisciplinaridade e nas diferentes vertentes passíveis de serem adotadas para o ensino de línguas a crianças.

No segundo capítulo do relatório é apresentado o contexto escolar da PES. Primeiro é apresentado o Agrupamento de Escolas de Alvalade, a sua localização, composição e demais características. É dada particular atenção ao projeto piloto no qual o Agrupamento participa, *Projeto de Autonomia e Flexibilização Curricular*, uma vez que representa um fator significativo da escolha do tema deste relatório. Descreve-se em seguida a Escola Básica S. João de Brito, onde a PES decorreu, procurando apontar as suas características e condições. Por fim, a turma alvo da PES é apresentada, com especial atenção às características dos alunos, as suas dificuldades e preferências.

O terceiro capítulo do relatório reúne as informações da unidade didática. Na primeira parte do capítulo é apresentada e fundamentada a moldura curricular em que se insere a unidade didática, nomeadamente os critérios e objetivos que, de acordo com os documentos reguladores do ensino de inglês no 1º ciclo, guiaram as escolhas feitas ao longo das aulas lecionadas. Posteriormente, as metodologias e técnicas adotadas nas diversas atividades efetuadas ao longo da experiência letiva são explicadas tendo em conta os objetivos que se pretendem atingir. Por fim, apresenta-se a descrição detalhada de tudo o que foi desenvolvido ao longo das onze aulas da PES, as atividades propostas e as reações e resultados dos alunos.

No último capítulo do relatório os resultados obtidos na PES são analisados. Em primeiro lugar é tido em conta o progresso e evolução dos alunos através da análise do trabalho levado a cabo por eles ao longo das onze aulas e, em particular, os resultados obtidos nos questionários iniciais e finais de cada unidade temática. É também apresentada uma reflexão geral do trabalho desenvolvido e dos resultados obtidos, acrescentando ainda uma ponderação do que poderia ter sido feito diferente.

Finalmente, apresenta-se uma conclusão de todo o trabalho realizado ao longo da intervenção escolar, bem como do Mestrado em Ensino. Aqui, reflete-se sobre o conhecimento adquirido ao longo desta experiência e as perspetivas futuras.

De forma geral, o trabalho desenvolvido ao longo da intervenção letiva assim como os resultados obtidos pelos alunos foram bastante positivos. Da parte dos alunos

houve uma forte adesão à metodologia adotada, e estes mostraram um interesse acima do habitual para explorarem e aprenderem todo o vocabulário em inglês, bem como em usá-lo nas diversas atividades desenvolvidas. Para além da aquisição dos diversos termos apresentados, a turma conseguiu aumentar significativamente a quantidade de interações em inglês, mesmo quando ainda apresentavam algumas barreiras linguísticas. Tornaram-se, por isso, utilizadores mais proficientes da língua. Embora se tenham verificado ótimos resultados no que toca às capacidades orais dos alunos, o mesmo não aconteceu na resolução das suas dificuldades ao nível da escrita e da compreensão. Esta falta de evolução das suas capacidades de compreensão e escrita podem ser consequência da falta de insistência em atividades que desenvolvessem essas mesmas capacidades, uma vez que, normalmente, o foco de uma abordagem interdisciplinar tende a recair nas capacidades orais dos alunos, nas suas interações com vista ao mundo real.

Consequentemente, é possível aferir que, embora uma abordagem interdisciplinar no ensino de inglês do 1º ciclo coloque os alunos em contacto com conteúdo mais complexo do que o que seria habitual, isto não se torna um impedimento à sua aquisição do vocabulário bem como ao seu desenvolvimento enquanto utilizadores proficientes da língua.

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List of Abbreviations

AEA – Agrupamento de Escolas de Alvalade

CBI – Content-Based Instruction

CLIL – Content and Language Integrated Learning

COVID-19 – Coronavírus Disease of 2019

EBAGC – Escola Básica Almirante Gago Coutinho

EBSJB – Escola Básica S. João de Brito

EBTP – Escola Básica Teixeira de Pascoais

ESPAV – Escola Secundária Padre António Vieira

EU – European Union

PASEO – Perfil dos Alunos à Saída da Escolaridade Obrigatória

STP – Supervised Teaching Practice

ZPD – Zone of Proximal Development

Introduction

Language teaching at a primary school level (*1º Ciclo do Ensino Básico*) in Portugal continues to still be considered an extracurricular activity, in which teachers are mostly concerned with entertaining students, by creating fun activities in which they have contact with basic thematic vocabulary (e.g. greetings, weather types, numbers and colours, among others), rather than worrying about the learners' first contact with formal aspects of the language. Even though it is important to help learners create a good relationship with language acquisition, and fun activities are one way to achieve this, language teaching in primary school could aim at much more. A possible solution for this lack of depth in content could be adopting a cross-curricular approach in which students develop both their linguistic knowledge as well as knowledge of more general content (e.g. associate English language classes with a Social Studies curriculum).

Another issue when considering teaching English to young learners is related with their limitations in terms of knowledge of their mother tongue, let alone knowledge of a foreign language. Given that students formally begin learning their first language in the first year of primary school, and their formal learning of English in the third year, they still have some difficulties in using their first language when they begin learning English. Therefore, English teaching at this level is particularly aimed at developing students' oral skills. By combining the issues previously mentioned, the lack of depth of the English curriculum and students' early stage of language understanding, English teachers may adopt methods and develop activities that ensure students learn what is prescribed in the official guiding documents as well as enrich the learning processes.

Throughout the observation period of the Supervised Teaching Practice (STP) it was evident that, in general, one of the main obstacles of the fourth-grade class in question was their classroom behaviour, namely following rules and directions. In addition, when observing their skills and academic results, it was clear that writing tasks, exercises or requirements were likewise a major challenge for them. According to both the English teacher and main teacher, these issues became even more evident after the shift from in-person to online classes during the previous school year due to

the first COVID-19 lockdown. Despite this reality, overall, the class had very good results both in English and in other subjects and was particularly known for showing interest in several random themes and subjects.

In light of all this, and for the purpose of the STP of the Master's in Teaching English in the 1st Cycle of Education, a hypothesis was considered: by adopting a cross-curricular approach to teaching, students' curiosity can be triggered so to increase their knowledge of different themes, and at the same time develop their language by introducing thematic vocabulary and combining it with different structures and principles of language teaching. With this in mind, this report seeks to create bridges of knowledge in the English classroom and understand if a cross-curricular approach in primary school is beneficial for teaching English to young learners. To put this into practice, different techniques belonging to cross-curricular approaches were adopted. Considering the principles of Content and Language Integrated Learning (CLIL), the content for the eleven one-hour lessons of the STP was drawn from another school subject, in this case *Estudo do Meio*. With this in mind, two themes were developed with the fourth-grade class – “Outer Space” and “Portugal in Europe and in the World”. The learners not only explored the thematic vocabulary associated with these themes, but they also worked on other aspects of the English language, such as the use of adjectives and lexical chunks.

In order to better describe the STP, this report is divided into four chapters. The first chapter presents the theoretical issues behind the work developed. It begins by exploring cross-curricular and interdisciplinary approaches, taking into consideration their characteristics as well as advantages and disadvantages, particularly in the young learner classroom. In the second part of this chapter two different methods for implementing cross-curricularity are considered: Content-Based Instruction (CBI) and CLIL.

In the second chapter the school context in which the STP took place is presented. Firstly, the cluster (*Agrupamento de Escolas de Alvalade*) is described in terms of its location, composition, and main features. In addition, the pilot project on autonomy and flexibility (*Autonomia e Flexibilidade*) in which the cluster takes part is presented, as well as the cluster's *Projeto Educativo*, which gathers the principles of the pilot project and the main values and aims of the schools that integrate the cluster. In the second part of the chapter the school EB S. João de Brito (EBSJB) is described,

namely its conditions and characteristics. Finally, the chapter ends with a description of the fourth-grade class in which the STP took place

The third chapter of the report is dedicated to presenting the didactic unit. It begins by explaining the curricular framework, in particular the guidelines that influenced the didactic unit. The following section of the chapter compiles the methodologies and techniques put into practice during the lessons taught, and finally, the last part of the chapter is dedicated to a critical description and analysis of the eleven lessons taught.

In the fourth and final chapter the results of the STP are considered. Firstly, the students' progress and results are analysed, considering their work throughout the eleven lessons as well as their responses in the quizzes. In the second part of the chapter an overall consideration of what has been done is presented, which includes a contemplation of the theme developed and all that might have influenced the results.

Lastly, considering all that was developed throughout the STP and the results obtained, a final conclusion is drawn based upon the progress made in terms of knowledge and practice.

Chapter 1. Cross-curricular approaches in the English foreign language classroom

This first chapter begins by presenting the theoretical principles of cross-curricular approaches in primary school, along with its challenges and advantages. The second part of the chapter then focuses on how a cross-curricular approach may be implemented when teaching English in primary education, namely through Content-based Instruction (CBI) and Content and Language Integrated Learning (CLIL).

1.1. Contextualizing interdisciplinarity and cross-curricular approaches

One of the main challenges teachers nowadays face is the impracticality of the curriculum across all levels of education, not only due to issues of size, but also regarding the relevance of content. When teachers focus on going through all the content the curriculum foresees for a certain discipline, they are doomed to teach a large amount of information, which may not be very relevant or suitable for their learners. The issues of the impracticality of such a heavy curriculum therefore need to be addressed.

In order to improve education and face these challenges, an interdisciplinary approach can be a solution for the aforementioned issues. Interdisciplinarity “combines distinctive components of two or more disciplines in a single program of instruction” (Nissani, 1995, p. 1). In addition, it is associated with the “borrowing of tools, methods, concepts, and theories” (Klein, 1990, pp. 41-42) from one discipline to another to create relevant learning experiences. In this sense, students are presented with complex and multi-themed situations which reflect the modern world where everything is interconnected. Such a reality calls for an education based on knowledge that leads to real problem solving, as it is promoted through an interdisciplinarity approach. This idea is supported by Wright (2018):

[to] separate academic disciplines is not an accurate reflection of the reality children face when leaving the school. Instead, the surrounding environment often presents problems that one must endeavor to solve using a collection of different knowledge and materials from a range of different skillsets. (Wright, 2018, p. 4)

Different approaches have emerged based on the principles of interdisciplinarity. One of those is a cross-curricular approach to teaching that allows for the exploration of multiple points of view of a certain subject or theme, hence improving innovation and creativity levels, as well as increasing both the students' and teachers' productivity, making the students better at problem solving (Strober in Big Ideas Fest, 2010). A cross-curricular approach also supports the idea that educators should look at knowledge as a whole, and at their own subjects as one of many paths to help students grow and develop their knowledge and their skills. As defined by Savage (2011), a cross-curricular approach is characterized as:

(...) sensitivity towards, and a synthesis of, knowledge, skills and understandings from various subject areas. These inform an enriched pedagogy that promotes an approach to learning which embraces and explores this wider sensitivity through various methods. (Savage, 2011, p. 40)

Cross-curricularity therefore allows for the development of topics by bringing together skills and knowledge that would otherwise be compartmentalized into different subjects. By doing so, teachers create “broader and more cohesive learning experiences, with greater consideration of how pupils learn” (Greenwood, 2013, p. 444), and students have the opportunity to work with meaningful content that enriches their overall awareness of the daily struggles and challenges.

Following Savage (2011) and Wright's (2018) principles that knowledge should be seen as a whole, it seems natural that in primary school themes should overlap to create a continuous presentation of contents, regardless of the subject they belong to. This natural sequence and interconnection of themes is the ideal situation for a cross-curricular approach. Furthermore, since at this level the main teachers are responsible for teaching big chunks of content that belong to, for instance, Language, Mathematics and Social Studies, it may be easier for them to create bridges between the different contents so to establish meaningful connections between different areas of knowledge.

The implementation of a cross-curricular approach can be either the school or teachers' initiative (Savage, 2011). According to Savage, it may also take form in one of the following ways: the school organizes the curriculum “around themes that were developed through different subjects” (Savage, 2011, p. 16) or a broader theme is

“chosen and explored from a range of subject perspectives” (*ibidem.*). Regardless of how it is applied, this type of approach requires a high-level of preparation (Greenwood, 2013). Teachers need to be very well-prepared not only about the themes of their subject, but also about the general themes that can be used for a cross-curricular approach.

However, teachers may not always be able to prepare enough in order to implement these approaches appropriately, so this may be an obstacle to a successful cross-curricular approach. Additionally, some authors, as cited by Greenwood (2013), defend that students need the limits provided by disciplines in order to make a better sense of the world (Alexander *et al.*, 1992 in Greenwood, 2013, p. 447). Bearing this in mind, and given that cross-curricularity may be difficult to implement, teachers may look for meaningful connections between content, while still maintaining some sort of division between the subjects to maximize the benefits of the connections made through content. This allows teachers to give students a better education and a varied way to learn different topics. Lonning *et al.* (1997), as cited by Greenwood (2013), add that teachers should ask themselves, “How can these concepts best be taught?”, rather than, “How can these concepts be integrated?” (Greenwood, 2013, p. 447). Another concern when considering cross-curricularity is the possibility of content overshadowing the skills, given that emphasis is put on the connections established between the different themes; however, given the right training and planning, this issue can be overcome. Furthermore, it is important to understand that there are certain subjects which are easier to connect with because they form natural links, while others have nothing in common and, therefore, do not serve the purpose for cross-curricularity (Hayes, 2010).

As previously mentioned, since primary teachers usually come from a generalist background, they are in the ideal situation to adopt a cross-curricular approach in the classroom. However, in the realm of primary education, cross-curricularity can be developed even further when the main teacher and the entire teaching group of the class (e.g. English, ICT and Arts teachers) develop and implement a cohesive and coherent cross-curricular approach. For this to happen, there has to be “a high degree of co-ordination between a group of dedicated teachers” (*ibid.*, p. 17), in which everyone is in constant communication and looks at their subjects critically, in order to go beyond their content (Savage, 2011).

In addition, it is essential that teachers also make meaningful connections across the curriculum, so that these connections are not only significant, but also contribute with new and useful knowledge for learners. To achieve this, the links across the different contents have to be clear, explicit and varied so to serve various purposes and distinct perspectives.

By adopting a cross-curricular approach in the early years of education, teachers have then the opportunity to explore a large range of themes that may reflect their students' interests more easily because this "allows for investigations that engage children's imagination and encourages pupils to undertake active enquiry" (Hayes, 2010, p. 383). This approach also gives teachers the opportunity to use more creative and imaginative ways of teaching that are not restricted to one discipline, but allow them to cover several branches of knowledge. This fluidity throughout disciplines lets children to "construct an amalgam of concepts both within and across subjects" (Wright, 2018, p. 4), hence adopting a holistic way of learning that encourages them to use all their knowledge even if it is "outside the context it was initially learnt in" (*ibidem.*).

In order to do so, teachers should to promote an environment in which students have the opportunity to develop and practice their communication skills, their capacity to solve problems, as well as take pleasure in acquiring new knowledge and abilities that allows them to go through life successfully. It is essential then that teachers motivate and encourage them by referring to real life experiences that provide "active and experiential learning" (Savage, 2011, p. 42). By being creative and innovative in terms of lesson planning, teachers have the opportunity to work with content that traditionally is out of reach, which will contribute to new ways of approaching the mandatory content (such as grammar or sentence form in the case of language teaching).

Considering all that has been presented, and focusing on the needs of the foreign language teacher in primary education, for the integration of a successful cross-curricular approach, it is essential to have a clear idea of the main curriculum, as well as establish a good relationship with the main teacher of the class. This will allow the language teacher to work with the main teacher when doubts arise about the content s/he may not be well familiarized with. Regarding the issues of lack of knowledge, when it comes to content outside of the language subject's curriculum, any primary

teacher has the capacity and the ability to gain all the knowledge necessary to perform a cross-curricular approach.

1.2. Methods for implementing cross-curricular approaches in the English as a foreign language classroom

Following the arguments presented in the previous section of this chapter, it is safe to state that a cross-curricular approach benefits students and their learning process because it adopts a more realistic view of what the world is: a mix-match of themes, issues, values and views that come together in a holistic overview of the world rather than a compartmentalized group of themes (subjects) isolated from one another that are studied or analyzed on their own. Realizing this, teachers have adopted different methods of planning and executing lessons that mirror this multi-faced view of the world and of the curriculum content as a whole. This section focuses on two of those methods, what they consist of, their advantages and disadvantages, as well as the differences and similarities between them.

❖ Content-Based Instruction

Brinton (2003) defines Content-Based Instruction (CBI) as “the teaching of language through exposure to content that is interesting and relevant to learners” (Brinton, 2003, p. 201). Richards *et al.* (2001) further define CBI as “teaching [that] is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus” (p. 204), which means language is taught around the content students have to learn, rather than having a specific focus on grammar or other components of the language. Overall, CBI can also be considered an umbrella-term because there may be different levels of CBI approaches that combine content and language in various degrees of relevance (Stoller, 2008, as cited in Cenoz, 2015, p. 10).

When considering a CBI approach for a language class, one has to consider what is understood by content. Content is the information transmitted in spoken or written exchanges that conveys meaning, therefore, an approach focusing on content gives much more relevance to meaningful communication in comparison to

prescribed language formats and rules. Considering this, Richards *et al.* (2001) cites Widdowson (1978) to illustrate how a CBI approach can be based on content drawn from other subjects, hence enriching the learning experience as it focuses on communication and real language use:

(...) a foreign language can be associated with (...) other subjects on the school curriculum, and that this not only helps to ensure the link with reality and the pupil's own experience but also provides us with the most certain means we have of teaching the language as communication, as use, rather than simply as usage. (Widdowson, 1978, p. 16 as cited in Richards, *et al.*, 2001, p. 205)

CBI therefore aims to create a rich learning environment which allows students to develop their knowledge of broader content while learning a language. However, given that the focus on content is important, sometimes teachers may need to simplify the sentence structures or repeat information for students to maintain their level of comprehension and understand what is being taught (Richards *et al.*, 2001). Another challenge associated with CBI is the dependence on students' interactions and inputs as well as on their willingness to explore the content (*ibid.*). This may be a challenge for those who are used to a more passive type learning (e.g. they do tasks and activities alone, not depending on group work or interaction with their classmates), since their active participation will contribute to the development of the lesson. Besides students' participation in class, CBI assumes that teachers also revise their role in the classroom, since they need to know the regular content for their language class and, in addition, be familiar or become familiarized with the general content from other subjects. So to assist teachers with this, training may be provided to assure they are capable of adopting CBI and to help them improve their techniques (Brinton *et al.*, 1989) (e.g. variety of lesson formats, materials used). Moreover, teachers may need the support from the school administration to develop a proper curriculum for a CBI class or be granted the possibility to make the necessary changes to the existing curriculum. Another issue associated with this last point may be the budget (or lack of it) for materials to diversify the techniques used in class (*ibid.*).

An equally significant aspect of adopting a CBI approach is that it allows teachers to look at language as a means for communication, which subsequently leads to the successful acquisition of the language, and not as something to be learned and acquired on its own. Richards *et al.* (2001) reinforce this idea that the acquisition of a language takes place when it is learned to communicate and that this "leads to more

effective language learning (Richards *et al.*, 2001, p. 207). According to Brinton (2003), learning a second language through meaningful content is much more appropriate and easy because students have the chance to read, discuss, research and write about the topics, giving them different opportunities and contexts to interact with new vocabulary. However, for students to understand and acquire the vocabulary, they need to successfully understand the content being taught through CBI. To achieve this, teachers have to present vocabulary and language that sometimes is above the students' current level of knowledge. For this reason, "challenging language that is slightly above the current linguistic level of the students" is used to provide "the foundation for successful language acquisition" (Brinton, 2003, p. 201). Using vocabulary that is still unknown to students may be associated with Vygotsky's theory of the Zone of Proximal Development (ZPD). ZPD may be defined as "the difference between independent problem solving and the child's performance with the support of more knowledgeable adults or peers" (van Oers, 2007, p. 15, my translation¹). In this sense, and according to Vygotsky's theory, students learn more when they are challenged with content and vocabulary they do not yet know, because it allows them to develop their language capacities.

In CBI teachers also focus their lesson planning on integrated skills, in other words, they need to find appropriate connections between the language content and grammar to provide meaningful instances of communication for students to be able to apply the grammar rules and vocabulary in real life (Richards *et al.*, 2001). By presenting students with learning situations which mirror circumstances they face in their daily lives, the teacher allows and encourages them to actively participate in their own learning process, by reusing and reorganizing the knowledge acquired in other situations where it can be useful.

As shown above, CBI can be adapted to a variety of audiences and for different purposes. Focusing on primary school students and their foreign language acquisition, the goal is to improve the students' knowledge of the content as well as improve their linguistic abilities and knowledge.

¹ "(...) a diferença entre a resolução independente de problemas e os desempenhos da criança com o apoio de adultos ou de colegas com maiores conhecimentos" (van Oers, 2007, p.15).

❖ Content and Language Integrated Learning

There are different definitions and perspectives regarding CLIL; however, focusing on the definition provided by Coyle *et al.* (2010), CLIL is “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle *et al.*, 2010, p. 13). It is therefore similar to CBI given that it is based on teaching general content at the same time as teaching a foreign language. There are even some authors who consider CBI and CLIL to be synonyms, which explains the similarities between the two. Just as with CBI, teachers who adopt a CLIL approach combine “specific content areas” with “language objectives” (Lopriore, 2018, p. 95) through teaching content and using English effectively. In a CLIL context “language is a means to sustain cognitive reasoning as well as to learn content” (*ibidem.*). According to Cenoz (2015), CLIL can take on one of two approaches: the teaching of a language through another subject (e.g. Social Studies) or having the content for a language lesson drawn from another subject. The former is what separates CLIL from CBI, and the latter is in accordance with the principles of CBI. Even though CBI and CLIL have many similarities, the two approaches can be used for different purposes, according to the aims set. These approaches may vary depending on how many languages are being used in the teaching process and how many subjects the content is drawn from (Cenoz, 2015).

The two approaches also differ in their origin. CBI first appeared through the Immersion Programs in Canada² and was “limited to very specific social groups, or forced upon school populations for whom the language of instruction was a foreign language” (Coyle *et al.*, 2010, p. 14). In addition, is not linked to one language in particular. CLIL, on the other hand, first emerged in Europe, it is deeply connected to the teaching and learning of the English language (*ibid.*), and it is applicable for all students, regardless of their background.

CLIL aims to maximize the students’ knowledge of the language and content, and it represents the modern world as it exists, which explains the emergence of CLIL projects not only in Europe but across the world (Coyle *et al.*, 2010). Lopriore (2018) explains that the emergence of cross-curricular methods and approaches is normal and parallels a world where language learning can be influenced and fostered by the media,

² For more information on the Canadian Immersion Program visit the following website: <https://www.canada.ca/en/services/culture/cultural-youth-programs/language-immersion.html>.

books, and other social networks because everyone can easily access “authentic material and examples of foreign languages” (Lopriore, 2018, p. 96), hence improving their knowledge of the language. Furthermore, CLIL usually implies a dual focus on language and content, giving the same relevance to both areas; however, Cenoz *et al.* (2013) highlight that in reality this is not always the case in CLIL classrooms.

Cenoz *et al.* (2013) further refer that a CLIL approach can be accomplished through a project or a theme, rather than in a whole school subject. This allows teachers to identify different tasks and activities as promoters of CLIL, and also implies that many different activities or perspectives fit within the CLIL umbrella.

This immense variety of CLIL instances for foreign language teaching, especially in the primary school, creates a certain concern when it comes the linguistic abilities of the teachers, since CLIL is usually adopted by general primary teachers who teach the content in a foreign language. In order to overcome any difficulties they may have, the need for collaboration and communication between the general primary teacher and the language teachers is vital for the positive outcome of CLIL.

Considering the current migration flows and evolution of transportation and communication, it is essential to educate children with the necessary language competence to thrive in a globalized world (Cenoz *et al.*, 2013). CLIL may therefore be the answer to the increasing number of multicultural and multilingual classrooms, as the language being focused on through CLIL (English) might be the only common means of communication shared between children from different countries.

When adopting any approach in a language classroom, teachers have to first consider that students “have an entitlement to quality teaching and learning environments” (Coyle *et al.*, 2010, p. 62). Therefore, when teachers choose to adopt CLIL, they have to keep this principle in mind, and be responsible for creating alternative and suitable ways of planning that combines the best techniques for a successful learning experience as well as consider the aims and objectives of the language class.

Furthermore, when taking on a CLIL approach, a series of factors have to be considered. Firstly, as with any successful methodology, teachers have to contemplate the individuality of each student and class, assuming that “one size does not fit all – there is no one model for CLIL” (Coyle *et al.*, 2010, p. 29). Additionally, at a primary school level, for instance, teachers should work on students’ motivation and confidence. Students should be allowed to explore the language and their own abilities

so to better understand their path in language learning. Moreover, teachers need to develop their methodologies to create a complete and rich way of teaching. Considering this, in the handbook *Planning Tools for Teachers* (2005), Coyle presents the 4Cs framework (Content, Communication, Cognition, and Culture) that “seeks to assure quality in terms of guidance” (Coyle, 2005, p. 5). Content represents the successful acquisition of themed “knowledge, skills, and understanding (*ibid.*, p. 5) that should be promoted by CLIL; the focus on communication is based on the principle that language learning should imply the learners’ use of the language to communicate; cognition represents the continuous challenge that allows students to create and develop their own knowledge; and the cultural dimension is fundamental to teach acceptance and tolerance towards the other, since everyone is in constant communication in today’s multicultural and multilingual world.

One example of a CLIL approach in primary education is the Erasmus+ project *C4C – CLIL for children* (2015-1-IT02-KA201-015017), which summarizes the principles, characteristics and advantages of CLIL when teaching English to young learners. As previously mentioned, the project states that CLIL encourages “teaching subjects such as science, history and geography to students through a foreign language” (*CLIL for Children*, 2016, p. 4) and it can be put into practice in one of two ways: “the foreign language teacher using cross-curricular content or by the subject teacher using English as the language of instruction” (*ibid.*, p. 4). Comparatively to CBI, CLIL allows children to simultaneously have contact with content and language, giving them a more real perspective of the world, and making language acquisition easier and more relatable by not simply focusing on the need to learn all the rules of a language, but on communicating things they know and have experienced. It is much easier for younger learners to understand new words in a natural environment, where the focus shifts from grammar and sentence structure to real life communication and task-solving situations related to the topic they are studying. Mehisto *et al.* (2008), as cited in *CLIL for Children* (2016), adds that a CLIL approach allows students to further develop their understanding of concepts because they have different perspectives of the same concept, allowing them to connect different information to broaden their conceptual making resources (Mehisto *et al.*, 2008 in *CLIL for Children*, 2016, p. 9).

The project also refers to additional advantages in CLIL, which include: by improving their language knowledge through thematic and meaningful content, students not only come into contact with examples of the target language they probably

would not have in a traditional approach, but they also have different opportunities to learn about the culture(s) associated with it. Moreover, since CLIL focuses on different content, it raises learners' awareness of the cultural diversity in the world and provides them with the opportunity to "develop intercultural communication skills" (*CLIL for children*, 2016, p. 11), namely through projects in which students can use their language knowledge to communicate with people from around the world.

Lastly, as learners may not be familiar with the content, the teacher should stimulate their interest to further their learning process and find out more about new words or concepts; this makes them more independent and responsible for improving their levels of knowledge, which is beneficial because "they are expected to solve problems, plan their own work and find out things for themselves using a range of sources" (*CLIL for Children*, 2016, p. 12).

Summary

A contextualization of the theoretical background of the report was presented in this chapter. This included an introduction to cross-curricular approaches and interdisciplinarity, as well as their principles, advantages and disadvantages. Additionally, two different cross-curricular approaches were explored, CBI and CLIL, both of which are not only suitable for language teaching at a primary school level, but also present various advantages to the learners' development and acquisition of useful knowledge.

The following chapter presents the characteristics of the school cluster, the school and the class in which the STP took place, taking into special consideration the cluster's innovative ongoing project *Autonomia e Flexibilidade Curricular*, which is centered on the principles of cross-curricularity, formative assessment and student-centered learning.

Chapter 2. Presentation of the school context

This second chapter of the report is dedicated to presenting the school context in which the STP took place. It is divided into three different sections, which are dedicated to the description of the school cluster (Agrupamento de Escolas de Alvalade), the school (Escola Básica S. João de Brito) and the 4th grade class (4^ºB) where the STP took place.

The information presented in this chapter is a compilation of the data retrieved during the observation period of the STP (from November of 2019 to March of 2020). The official documents of the school cluster and the school were also considered, and they include: the *Projeto Educativo 2017-2020* (Carvalho *et al.*, 2017) and the *Plano de Inovação Curricular do Agrupamento de Escolas de Alvalde* (n.a., 2019). In addition, some information was also retrieved from the official website of the school cluster as well as from the official website of the parish of Alvalade.

2.1. The school cluster – Agrupamento de Escolas de Alvalade

The Agrupamento de Escolas de Alvalade (AEA), established in 2012, is located in Alvalade and it comprises four schools: Escola Básica Texeira de Pascoais (EBTP), Escola Básica S. João de Brito (EBSJB) (both with preschool and primary school), Escola Básica Almirante Gago Coutinho (EBAGC) (5th to 9th grade), and Escola Secundária Padre António Vieira (ESPAV) (7th to 12th grade as well as a school for adults), the headquarters for the cluster.

The Cluster is located in the heart of the city of Lisbon, and even though the majority of the students live nearby, others come from different parishes around the city because their parents work in Alvalde. In 2017 the Cluster had 2,143 students in its four schools, the biggest share of them attending the Elementary and Secondary schools (ESPAV and EBAGC). There is no information on the number of teachers and non-teaching staff; however, there is information that in 2016 only 22.4% of the teachers were part of the school's permanent staff, 16.7% were part of the *Quadro de*

Zona Pedagógica and 61% were part of the *Quadro de Escola and Quadro de Agrupamento* (Carvalho, *et al.*, 2017).

As for the non-teaching staff, there are three psychologists, even though only one of them works directly with the students. It is also fundamental to state that there is not enough staff considering the dimensions of the schools and the number of students. Even though this last information is stated in the AEA's *Projeto Educativo 2017/2020* (Carvalho *et al.*, 2017), the situation has not changed in the past three years. This is evident at EBSJB, as staff members are often seen running around to make sure students are behaving before classes start and that the gates are opened when someone rings the bell. They also take care of the photocopy logistics for all the teachers and they are frequently seen cleaning up the common areas of the school. Given the current situation with COVID-19, the contingency plan also includes an accumulation of functions for these staff members, as they are responsible for disinfecting the classrooms whenever students go to recess, as well as the common areas (e.g. bathrooms, door knobs, railings) so to keep the school safe.

The AEA is a part of the *Autonomia e Flexibilidade Curricular*³ pilot project created by the Portuguese Government that aims to promote a specialized and meaningful teaching and learning experience. Within the framework of this project, schools are organized into semesters instead of trimesters (as is the case with most Portuguese schools), the curriculum has different specifications to fit the needs of the schools and of the students, and the schools have a stronger relationship and collaboration with the parents, teachers and non-teaching staff.

The Cluster's *Projeto Educativo 2017/2020* (Carvalho *et al.*, 2017) also aims to meet the needs of the school community in order to educate students to become "autonomous, creative and participative citizens in society", recognizing that "the ambition is great but it matches the responsibility of the present-day school" (Carvalho *et al.*, 2017, p. 4 my translation)⁴. In order to achieve this, the AEA project is based on principles that advocate for the development of a better school that helps students, that promote the active role of the students as well as the fundamental role of the teacher in their development, and that highlight the importance of the school's non-

³ For more information on the project *Autonomia e Flexibilidade Curricular*, visit the following website: [Início | Autonomia e Flexibilidade Curricular \(mec.pt\)](https://www.mec.pt/inicio-autonomia-e-flexibilidade-curricular)

⁴ "uma escola que pretende proporcionar aos seus alunos experiências que lhes permitam aprender crescendo para serem cidadãos autónomos, criativos e participativos na sociedade. É grande a ambição mas corresponde à responsabilidade da escola atual!" (Carvalho *et al.*, 2017, p. 4)

teaching staff as well as of the rest of the school community. In addition, the schools belonging to the AEA also have social partners that are responsible for helping with several projects within the schools' surrounding communities.

As for the primary schools in specific, the AEA (sometimes in partnership with the Municipality of Lisbon and the Parish of Alvalade) offers students a variety of activities that are not usually common in public schools. Some of these activities include swimming lessons, cycling lessons, introduction to computer programming and the junior achievement project. This last one, in particular, is very interesting not only because it is international⁵, but also because it gives young children the opportunity to develop their entrepreneurial skills. The primary schools additionally offer after school personalized tutoring that considers the specific needs of each student, even those with special needs. The four schools that make up the cluster also have libraries that can be used by all the students. The libraries at EBTP and EBSJB have a common project called *Literaci@s*, a website in which library news and projects are shared, such as new book arrivals or book fairs. Another project that stands out in the AEA is *Dia D*, which is a one-day event that takes place annually when students meet in assembly, form debate teams and create new projects to work on.

Regarding the *Autonomia e Flexibilidade Curricular* pilot project, it is important to refer to the variety of content that composes the curriculum for the 1st Cycle English classes because of the *Articulação Horizontal de Currículo*. In this context, for example, the content taught in English classes is sometimes associated with the content of other classes, such as Mathematics, Portuguese, *Estudo do Meio* and Arts class. A specific example of this is how a 3rd grade class was introduced to the Family theme. Since the holiday that celebrates the Restoration of the Portuguese Independence (1st of December) was very close, the Family theme was approached through “The Royal Family” and students had to build a “castle of their family” instead of a family tree. The teacher began the lesson by telling the story of Portugal’s succession crisis after the death of D. Sebastião and used that as the basis for the theme vocabulary – e.g. the king was the grandfather, the queen was the grandmother and so on. The topic “Royal Family *versus* Real Family” is one of the examples of English themes that are explored according to the *Projeto de Autonomia e Flexibilidade Curricular*. Some other examples include: “The Shapes and the City”, “The Social

⁵ For more information on the Junior Achievement program, visit the following website: [Quem.somos\(japortugal.org\)](http://Quem.somos(japortugal.org).).

Pyramid is the School Pyramid”, “Tradition through Time” and “Melancholy and Geometry”.

Another issue that is different in the AEA in comparison with other schools is the students’ evaluation. A great part of the evaluation (50%) is accredited to classroom work, and only 30% corresponds to the test results. In classroom evaluation, the teacher takes into consideration various elements, such as autonomy, participation, worksheets, projects, attendance, punctuality and peer cooperation (n.a., 2019).

2.2. Description of the school – Escola Básica S. João de Brito

EBSJB is located on Rua Lopes de Mendonça, in Alvalade, an area that does not have access to diverse options of public transportation. There is a bus stop relatively close to the school, but the nearest subway station (Alvalade) is a fifteen-minute walk away. The surrounding area is very typical of Alvalade, with many single-story houses or apartment buildings of just two or four apartments each. This is a traditional part of Alvalade in which the population is made up of mostly elderly people. As a result, the neighbourhood is full of little shops and markets that are not very common in a large city like Lisbon. This rural aspect of Alvalade is mirrored in the students’ ways of living and experiencing the city, since most of them walk to school.

The school’s patron is S. João de Brito, which also used to be the name of the parish where the school is located, but in 2012 it became a part of the Alvalade parish. S. João de Brito is also the patron saint of the church in Alvalade.

As for the school, it combines preschool and primary educational levels. Although it was built in 1956, it was recently renovated so it is very modern. It is composed of a main building and a smaller one with the canteen. The buildings are surrounded by a large playground with sports’ fields, a small garden, as well as a vegetable garden. The school has two different entrances (even though both face the same street) used by the preschool and the primary school respectively. To the left side, on the ground floor of the main building, there are two classes of children from ages 3 to 5. The rest of the building is occupied by the primary school – the ground floor is also shared with the 1st and 2nd grades, and the 1st floor has on the left the 3rd grade classrooms and on the right the 4th grade ones. The children attend the school

come from middle and upper middle class families, and on average, the children's parents have completed secondary education; however, a large percentage also has university degrees.

The primary school has 14 classes in total: four of these are 1st grade classes, four are 2nd grade classes, three are 3rd grade classes and three are 4th grade classes. The 3rd and 4th grade classes have between 20 and 26 students each.

2.3. Description of the class

Due to the coronavirus, the observation period and the STP took place in two school years (2019/2020 and 2020/2021, respectively), so this description is based on elements collected when the class was still in 3rd grade and when they got to the 4th grade, in September 2020.

The STP took place with class 4^oB, which has 24 students in total, 15 girls and 9 boys, who are between 9 and 10 years old. In this class there is one student repeating the 4th grade and two students who have specific educational needs (one has a light attention deficit disorder and the other presents several difficulties regarding his/her educational path). These two students do not require any different materials to work with, however, they have some difficulties following the lessons, and they often need to be reminded to keep up with working pace and pay attention to the lesson. There are also two students with a foreign background, however, they both began their schooling in Portugal, so they are fully integrated and do not need any help following classes. All of them live nearby and belong to middle and upper middle-class families, similarly to the school's demographics.

The main issue in this class is their behaviour, even though most have good or very good grades. Given that this group is extremely active, talkative and participative, they get very easily overexcited about a new theme or content, which leads to moments of confusion and disorder, with students talking to their classmates and disregarding the noise they are making or the distraction they are causing. Throughout the observation period it was possible to ascertain that this class has four different types of students: those whose participation is consistent in every class, and it is possible to tell that they know the content and the language, even if they have to be often called upon for talking too much or too loudly; those who struggle but work hard to improve

as well as to understand and follow the lesson; those who do not attempt to work harder in order to improve; and those whose behaviour is impeccable, who rarely participate spontaneously but, if asked directly, prove they have been paying attention and learning. Furthermore, and in terms of behavioural issues and challenges, this class is particularly mean to one another. There are two or three students who are frequently picked on and made fun of during class. The students have no issues with yelling at a classmate for asking a question or saying that they did not understand something that was said.

According to both the English teacher and the main teacher, the biggest challenge with this group of students is writing. Given that they had online lessons for four months during the initial COVID-19 lockdown in March, students were able to work on their oral skills, which is clearly visible whenever they participate, either in Portuguese or in English; however, their writing skills need some improvement. Throughout the observation period at the beginning of the 2020/2021 school year, it was clear that they were struggling as well to follow simple instructions, such as where they should write on the page, how to align the text and when to use pen or pencil; these writing obstacles were not visible before the lockdown.

Regarding the English classes in specific, the 4ºB group has English classes on Mondays and Thursdays from 12pm to 1pm. They start classes at 9am, and they are with their main teacher until 11:30am, at which point they have a half hour recess break to go outside and play. According to the COVID-19 contingency plan, students are only allowed out of their classroom if they can go outside, which means if it is raining they cannot leave their classroom. This poses a big issue because when the time comes for English class to begin, they will have been in their classroom since 9am without any opportunities to go out and relax for a while, so they are more prone to distractions and issues of misbehaviour. One of the new indications of the contingency plan is that students are not allowed to use the bathrooms during recess so to avoid a big rush to the bathrooms, therefore, students are constantly asking to go during class, which is not always positive, because it breaks their working rhythm and the lessons have many interruptions caused by their coming and going.

Throughout the observation period it was possible to verify that all the lessons start with the cooperating teacher writing the lesson number, date and summary on the board, however, before the quarantine he was trying to cultivate the group's autonomy because, in some lessons, he would only write the numbers of the lessons and then

dictate the summary for them to write it on their own. The teacher would repeat the information several times so every student understood, and he would walk around the classroom to check their notebooks. When the new school year began, this did not happen as frequently, as this class struggles with writing, therefore, it is easier for them to copy the information directly from the blackboard for the beginning of the lesson to run more smoothly.

During the observation period in the previous school year, the English classes would usually go as such: the teacher would present the content they were about to learn or reinforce what had been taught in the previous lesson; then he would write several exercises on the board for the students to copy down into their notebooks using a pen, and then solve them with a pencil. Afterwards, they would take turns answering the questions on the blackboard, and the teacher would ask their classmates if the answers were correct.

Whenever the teacher presented new content, the class participated very actively in what they were learning. For example, when the theme *Animals* was presented in the 3rd grade, the students were in charge of creating their own vocabulary list, which means this class' vocabulary list was not the same as the others. They also had the opportunity to do a different project from the rest of the groups, named "Family Castle", in which family vocabulary was associated with the names of the royal family, as was already previously described.

In terms of materials, the students are mostly used to classes centered on the blackboard and their notebooks, where they write all the essential information and content. The textbook is rarely used, and its purpose is mostly to consolidate content through the exercise book.

As referred before, the observation period took place in the previous school year, but the students got used to having the student-teachers in the classroom with them very quickly. In fact, throughout the observation period, they would frequently ask for help with exercises or words they did not understand.

Finally, the English classes take place in the same classroom where the students have their other subjects. The classrooms at EBSJB all have the same size, structure and alignment. The entrance to the classroom gives a lateral vision of the room, with the blackboard to the right, the students to the left, and across the room there are four big windows that provide a lot of light (see Figure 1). However, the windows look out to the playground area, therefore, the blinds are usually down so the students are not

distracted by the children playing outside. Another measure of the contingency plan is that, weather permitting, the windows and the door must be open at all times for the air to circulate around the room.

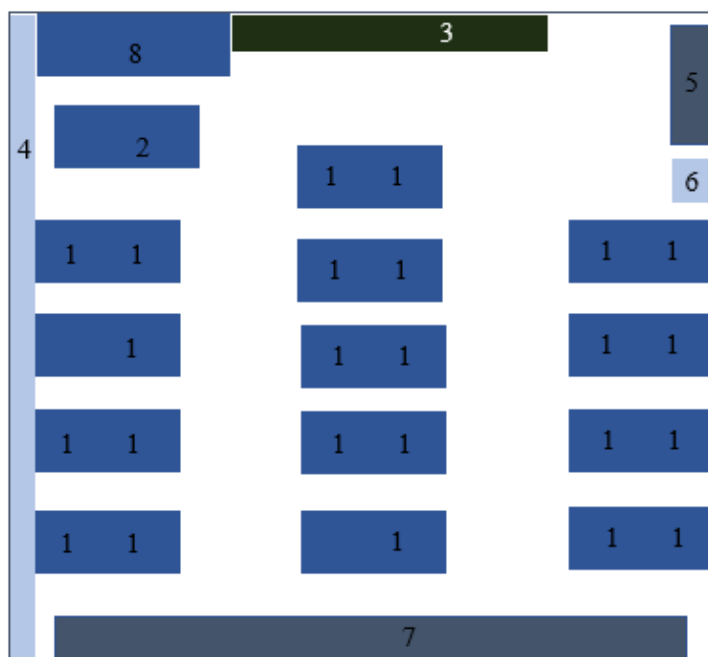


Figure 1 - Classroom Layout

Legend:

1. Students' seats.
2. Teacher's desk.
3. Blackboard.
4. Windows.
5. Supplies closet.
6. Door
7. Textbooks and other materials' storage unit.
8. Computer desk.

Besides the furniture shown in the classroom layout, there are also some projects displayed from the previous year on top of the storage unit at the back of the classroom, namely the “Gigantones”, usually called *Cabeçudos* (very traditional in the celebration of the Portuguese Mardi Gras), and a replica of the Portuguese Caravel the students built with their main teacher when they studied the Age of Discovery in *Estudo do Meio*. This is a very imaginative group that does a lot of art projects. For

example, to raise awareness to the risks of COVID-19, the class did a project (Figure 2) with their main teacher that is now on display in the school hallway.

In this classroom there is also a computer and a printer, however, it is exclusively for the main teacher. The school has WiFi connection, however, it is not very stable, so planning projects or lessons that require the use of the Internet is not very recommendable since it may not work at all for several days in a row. The classroom does not have a projector or a projection screen, but this equipment may be requested in advance. Nevertheless, this equipment is likewise not very reliable, because it is very old. Besides, since the classroom has a lot of light it does not facilitate the use of the projector.



Figure 2 - Informative panel on Coronavirus

Summary

This chapter focused on the description of the school context in which the STP took place. Firstly, the school cluster was presented, taking into consideration its location and the pilot-project in which it participates. Then, EBSJB was described, taking into account its structure and the organization, as well as the school population. Lastly, the class in which the STP took place was described, the students' main characteristics were presented, as well as their classroom and its layout.

In the following chapter, the didactic unit will be presented. This will include a justification of the approach chosen, a presentation of the methodologies and a critical description of the lessons taught.

Chapter 3. The Didactic Unit of the Supervised Teaching Practice

This chapter focuses on the didactic unit taught during the STP. The chapter is divided into three sections: the first one presents the curricular framework, namely the guidelines that influenced the didactic unit; the second one describes the methodologies and techniques applied during the STP; and the last section summarizes the eleven lessons taught through a critical description and analysis of the work done.

3.1. Justification of the approach and theme according to the school curriculum and the national guiding documents

The AEA takes part in a national project called *Projeto de Autonomia e Flexibilização Curricular* (PAFC). The participation in this project created opportunities for the development of “activities that are transversal across the curriculum” (n.a., 2019, p.1, my translation⁶) which means the content that was originally exclusively for the Portuguese, Mathematics or *Estudo do Meio* classes can be overlapped in a project or a thematic approach. By doing this, significant bridges can be created across the curriculum’s content to establish a more complete and interdisciplinary approach of the different themes. Moreover, these guidelines convey the importance of “interdisciplinary spaces” (n.a., 2019, p.3, my translation⁷) that allow for significant instances of learning, as well as for the adoption of varied methods of assessment that combine both formative and summative assessment.

The document *Critérios de Avaliação – 4º ano* (n.a., n.d.) from the AEA refers that for *Estudo do Meio* students must “recognize some space elements”, “locate Portugal on a world map”, “locate the continents and the oceans”, “locate Portugal on the European map”, “identify the cities in their district”, “locate the capital of Portugal on the map” and “locate the capital cities of the districts” (n.a., n.d., pp. 13-14, my translation⁸). The same document refers that for English students must “know some

⁶ “atividades de cruzamento horizontal do currículo” (n.a., 2019, p.1).

⁷ “espaços interdisciplinares” (n.a., 2019, p.3).

⁸ “Reconhecer alguns astros.”; “Localizar Portugal no mapa (Portugal) e no mapa-mundi.”; “Localizar os continentes e os oceanos.”; “Localizar Portugal no mapa da Europa.”; “Identificar as cidades do seu

characteristics of their country and of other countries”, “know, implicitly, some elementary structures of how the language works”, “understand simple words and expressions”, “express themselves adequately with help, in different contexts”, “interact with the teacher, using simple sentences”, “express themselves with limited vocabulary, in previously prepared scenarios”, “understand words and simple sentences”, “use familiar words with help”, “produce simple sentences with help” (n.a., n.d., p.16, my translation⁹). These criteria are the justification for the themes chosen for the STP: “Through Outer Space” and “Portugal in Europe and in the world”.

Besides what is prescribed in the *Plano de Inovação* (2019) and the document *Cr terios de Avalia  o – 4  ano* of the school cluster, the national documents for education stress the importance of developing a rich education that gives students the means to face challenges throughout their lives. For example, looking at the *Perfil do Aluno   Sa da da Escolaridade Obrigat ria (PASEO)* (Martins *et al.*, 2016), it is mentioned that “learning is what distinguishes development from delay” (Martins *et al.*, 2016, p. 5, my translation¹⁰), therefore, learning and education are the basis for the development and the improvement of a society. Following a document such as *PASEO* is essential because it is not attached to the specifications of the content of every discipline but aims instead for a general clarification of what teaching should focus on. This means that regardless of what is being taught, teachers must direct the purpose of each lesson to develop and work on the students’ skills. These “skills” (Martins *et al.*, 2016, p.9, my translation¹¹) are “a combination of knowledge, capacities, and attitudes” (*ibid.*, p.9, my translation¹²) that are not restrained to a specific area of studies. They focus on different and various capacities that are fundamental in any circumstance throughout life and, more importantly, these abilities allow students to become proficient learners because they give them the skills needed to face any content that may be presented to them. The AEA’s *Plano de Inova  o* (n.a., 2019) reiterates these principles and defines the aims for creating lessons and activities that promote

distrito.”; “Localizar no mapa a capital do Pa s.”; “Localizar as capitais de distrito de Portugal Continental.” (n.a., n.d., pp.13-14).

⁹ “Conhecer algumas caracter sticas do seu pa s e de outros pa ses.”, “Conhecer, de forma impl cita, algumas estruturas elementares do funcionamento da l ngua.”; “Compreender palavras e express es simples.”; “Expressar-se com ajuda e de forma adequada, em diferentes contextos.”; “Interagir com o professor, utilizando express es/ frases simples.”; “Expressar-se, com vocabul rio [muito] limitado, em situa  es previamente preparadas.”; “Compreender palavras e frases simples.”; “Utilizar, com ajuda, palavras conhecidas.”; “Produzir, com ajuda, frases simples” (n.a., n.d., p. 16).

¹⁰ “O que distingue o desenvolvimento do atraso   a aprendizagem” (Martins, *et al.*, 2016).

¹¹ “Compet ncias” (Martins, *et al.*, 2016, p.9).

¹² “combina  es (...) de conhecimentos, capacidades e atitudes” (Martins, *et al.*, 2016, p.9).

students' autonomy, critical thinking, and communication (n.a., 2019). Furthermore, the *Plano de Inovação* (n.a., 2019) targets the interdisciplinarity and development of different competences and skills.

Following the same line of thought, as mentioned in the PASEO, Morin (2001) stresses the need to reorganize the educational system:

We must rethink our way of organizing knowledge. This means breaking down the traditional barriers between disciplines and conceiving new ways to reconnect that which has been torn apart. We have to redesign our educational policies and programmes. And as we put these reforms into effect we have to keep our sights on the long term and honour our tremendous responsibility for future generations. (Morin, 2001, p. 5-6).

By interconnecting the contents of different disciplines, a broad perspective of the world is adopted, which reflects our current lives and is more effective when tackling present-day “global, transnational, multidimensional, transversal, polydisciplinary, and planetary” (Morin, 2001, p. 29). In view of this and considering that isolated knowledge of content is not very useful in a world dominated by meanings and relations between different areas of knowledge (Morin, 2001), for the STP a cross-curricular approach was adopted, in which themes associated with *Estudo do Meio* were developed in the English classes.

Peralta and Roldão (2017) state that “the more extensive programs are, the more elementary the cognitive processes are, therefore, the cognitive complexity is secondary to declarative knowledge” (Peralta & Roldão, 2017, 4:10 min., my translation¹³), which leads educators to think that the only solution is to have a clearer idea of what is essential when looking at extensive programs. Bearing this in mind, and taking into consideration the Portuguese scenario in particular, Peralta and Roldão (2017) claim that it is essential to consider the *Aprendizagens Essenciais*¹⁴ as they are explained in the *Currículo do Ensino Básico e do Ensino Secundário para a construção de aprendizagens baseadas no Perfil do Alunos* (Roldão et al., 2017) given

¹³ “Quanto mais extensos, intensos são os programas (...) mais elementares são os processos cognitivos, portanto, a complexidade cognitiva é secundarizada face ao conhecimento declarativo” (Peralta & Roldão, 2017, 4:10 min.).

¹⁴ *Aprendizagens Essenciais* are a set of requirements that the students should meet in order to better accomplish what is suggested by the *Perfil do Aluno*. For more information on the *Aprendizagens Essenciais* visit the following website: <https://www.dge.mec.pt/aprendizagens-essenciais-ensino-basico>.

that it is helpful for teachers to better navigate through the heavy-content curriculum and identify what is essential to focus on.

For the STP, two themes were chosen. For that, the document *Metas Curriculares* (Bravo *et al.*, 2015) for the 4th grade English class was considered. In particular, the theme “Develop the knowledge of their world and the world of the others” (*ibid.*, p. 12, my translation)¹⁵ from the intercultural domain of knowledge was taken into consideration. In addition, the topics “Celestial Bodies” (n.a., 2018, p. 118, my translation)¹⁶, “Portugal in Europe and in the World”, (*ibid.*, p.122, my translation)¹⁷, and “Recognizing National Symbols” (*ibid.*, p.114, my translation)¹⁸ from the themes “Discovering Nature” (*ibid.*, p.115, my translation)¹⁹, “Discovering the relationships between places” (*ibid.*, p.119, my translation)²⁰, and “Discovering others and the Institutions” (*ibid.*, 2018, p. 110)²¹, respectively, from the *Estudo do Meio* curriculum were applied. These topics resulted in the themes “Through Outer Space” and “Portugal in Europe and in the World” that were the ones applied during the STP.

The STP comprised eleven one-hour classes, in which five of those were dedicated to the first theme and the other five to the second one; the last class was exclusively dedicated to a final assessment of the students’ knowledge of the themes and a small final project. In the first theme, “Through Outer Space”, the following content was included: the solar system, the sun, the eight planets and some of their characteristics, the moon and its phases, and the galaxy; in the second theme, “Portugal in Europe and in the World”, the world map with the six continents and five oceans was presented, as well as the Compass Rose, the European Union (EU) (brief history and values), the Portuguese districts and archipelagos, and the Portuguese flag. These themes were chosen taking into consideration the documents aforementioned.

A series of language chunks and grammatical aspects were also developed during the STP, such as: “how many ...”, “there is/ there are”, “where is ...”, “I am from ... which belongs to the ... district”, “May I ... Yes, you may/ No, you may

¹⁵ “Desenvolver o conhecimento do seu mundo e do mundo do outro” (Bravo, C., *et al.*, 2015, p. 12).

¹⁶ “Os astros” (n.a., 2018, p.118).

¹⁷ “Portugal na Europa e no Mundo” (n.a., 2018, p. 122).

¹⁸ “Reconhecer Símbolos Nacionais” (n.a., 2018, p. 114).

¹⁹ “À Descoberta do Ambiente Natural” (n.a., 2018, p.115).

²⁰ “À Descoberta das inter-relações entre espaços” (n.a., 2018, p. 119).

²¹ “À Descoberta dos Outros e das Instituições” (n.a., 2018, p.110).

not”; revising the verb “to be” and the colours; introducing the ordinal numbers; the superlative degree of adjectives was briefly presented in context (e.g. the different characteristics of the planets in the solar system).

Throughout the eleven classes, all the exercises as well as the students’ oral interventions aimed at creating opportunities for the students to practice the skills referred to in the *Metas Curriculares de Inglês* (Bravo *et al.*, 2015) and *Aprendizagens Essenciais | Articulação com o Perfil dos Alunos – 4º ano, Inglês* (n.a., 2018). In the Listening domain, and following what the students learned in the 3rd grade, they are able to understand greetings (e.g. hello, good morning), instructions (e.g. write/read with a pen/pencil) and simple sentences about the themes presented (e.g. The Sun is a star; Portugal is part of the European continent; The Pacific Ocean is on the west side of the American continent). As for reading, the students were challenged to read full sentences with descriptions about the themes presented as well as about themselves. Regarding writing, the students were presented with descriptions of the planets to fill in, and they had to label pictures of the planets, moon phases, continents, oceans, and Portuguese cities, for example. Considering spoken interactions and production, the students used the new vocabulary learned in small sentences, and asked and answered questions about the theme (e.g. How many planets are there? There are eight planets. Where do we live? We live in Portugal. How do you say *Oceano Pacífico* in English? Pacific Ocean.).

3.2. Teaching methodologies and techniques applied

Given that the main aim of this project is to understand if a cross-curricular approach in the Young Learner English classroom is beneficial for the learning process, throughout the eleven lessons different methodologies were applied. Some of the activities were conducted based on the principles of a CLIL approach, while others were based on other methodologies in order to create opportunities for the students to work on different skills.

Bearing this in mind, and so to register the students’ potential progress, an initial quiz was delivered to the class at the beginning of each new theme (on the 1st and 6th lessons) as well as at the end of each respective theme (on the 5th and 11th lessons), so both the students and student teacher could keep track of what they had

learned. In addition, the student teacher also kept an informal record of the students' progress to adapt the following lessons according to their greatest difficulties or doubts. As an example of this, and considering the students' challenging behaviour, the student teacher added some information about the values of the EU in order to discuss the importance of values and rules, either in a big institution such as the EU, or in a classroom like theirs (for more information see Appendix 9 – Lesson Plan #9). In addition, certain exercise formats that were more difficult were repeated (e.g. answering questions using a full sentence). The need to adapt lessons is essential because teachers should be able to adjust and change their lessons to ensure their learners' progress (Murray *et al.*, 2011).

As referred in Chapter 2, this group had difficulties with writing and spelling, and the main teacher as well as the English teacher stressed this issue when learning new content; therefore, some of the exercises and activities developed during the STP focused on these difficulties and students had several opportunities to write and revise the spelling of new vocabulary.

One of the skills highlighted in the *Metas Curriculares* is: "Understand instructions given directly to complete small tasks" (Bravo *et al.*, 2015, p. 4, my translation²²). The class also struggled with following instructions about how to write and how to align their texts in a notebook, so special emphasis was placed in varying the instructions whenever the students had to write in their notebooks. For example, the student teacher would often let them know they were starting a new theme, so they should write the title in the middle using a colour pen, instead of using a pencil; the student teacher also explained the difference between them copying information off the blackboard (using a pen) and completing exercises (in which they should write with a pencil to go back and correct their mistakes). All these instructions were exemplified on the blackboard, so whenever they had to write a title, for example, the student teacher would use colour chalk and write the title in the middle of the blackboard. Furthermore, these instructions were repeated in English and Portuguese so the students would become familiarized with the different guidelines. Throughout the STP the student teacher tried to just give instructions in English, and she would ask the students to exemplify to see if they understood the instructions. If they did not understand, the student teacher would exemplify, or if necessary, repeat the

²² "Entender instruções dadas diretamente para completar pequenas tarefas" (Bravo *et al.*, 2015, p.4).

information in Portuguese. Exemplifying the instructions and giving students the opportunity to show they understood what they have to do are two principles that allow for better instruction following, as Scrivener (2011) mentions: the teacher should “demonstrate rather than explain wherever possible” and “check that the students understood what to do” by “getting one or two students to tell you [the teacher] what they are going to do” (Scrivener, 2011, p. 65).

Given that one of the major principles of a cross-curricular approach of any language class is the relevance given to communication, the student teacher tried to speak in English as much as possible, however, this proved to be a big challenge because the students were not accustomed to this. Even though their English teacher tried to teach them most of the classroom vocabulary and sentences in English for classroom interaction, due to the first lockdown because of COVID-19 and online learning in the previous school year, students lost this habit and had a hard time adjusting to the use of English in their English lessons. To facilitate this process, the student teacher allowed them to speak in Portuguese whenever they were not sure of what they wanted to say or they could also use one of the sentences she had written on the blackboard at the beginning of the lesson, such as: “May I go to the bathroom?”; “Teacher, can you help me?”; “How do you say in English?”; “What does mean?”.

Whenever new vocabulary was presented, the student teacher associated it with some form of visual aid to facilitate the acquisition of the word, and the students had to repeat it to understand its pronunciation. For example, when the planets were presented, they received a handout (see Appendix 1.1 – Lesson Plan #1 materials) of the solar system that they had to glue into their notebooks and label the correct names of the planets; the same technique was used when they learned the name of the continents and oceans that they had to locate in a world map (see Appendix 6.1 - Lesson Plan #6 materials); once they had labeled the pictures, the students had to read aloud each of the new words. Nunan (2011) highlights the importance of vocabulary teaching and, according to Linse (2005), as stated by Nunan, teaching vocabulary before presenting the students with exercises is fundamental because “it aids comprehension of the activity” and “it makes it more likely that students will actually acquire the word” (Nunan, 2011, p.113). By associating each new word with a visual aid, the student teacher facilitates their acquisition of vocabulary, and because she

knows this technique is regularly used by the English teacher, it usually has good results.

3.3. Critical description of the lessons taught

The STP took place between the 15th of October and the 19th of November 2020. A total of eleven one-hour lessons were taught, and they were dedicated to the themes “Through Outer Space” and “Portugal in Europe and in the World”. In this section a critical description of each of the lessons is provided, along with the activities developed and the outcome of each lesson.

Lesson 1 – 15th of October

In this first lesson with the class, the student teacher’s initial aim was to give the students an introductory quiz that would allow her to better assess the students’ knowledge of the theme they were about to learn. Following that, the student teacher gave them the first handout (a representation of the solar system – see Appendix 1.1 – Lesson Plan #1 materials – handout 1), so that they could learn how to spell the name of each planet and learn how to say them.

The lesson was composed of three stages. In the first stage, the student-teacher welcomed the students to the classroom (they have a 30-minute recess break before English lessons) and told them they would have classes with her for the next few weeks. In order to establish a routine, the student teacher allowed them to settle down, open their English notebooks and then they proceeded to copy the lesson number, date and summary from the blackboard into their notebooks. During this process, the student teacher walked around the classroom, making sure everyone was doing what was requested of them, and paid special attention to three of the students who need some extra support and guidance. Once everyone finished this task, the student teacher asked them what they thought they would be discussing today based on the summary (Through Outer Space - introduction). After some students tried to guess, the student teacher started the second stage of the lesson by distributing a quiz to the whole group and once every student had their own to look at, the student teacher carefully explained why they were answering those questions, for what purpose and how they should answer. This was very important for them because they already knew that they would

be “helping” the student teacher, who is practicing to becoming a teacher, and they like feeling helpful. To make sure they did not feel nervous, the student teacher reassured them more than once that the quiz was not meant to evaluate them, and that they did not need to be scared of not knowing some of the things. While the students were answering the questions, the student teacher walked around the classroom to clarify any doubts. When all the students finished the quiz, the student teacher collected them in order to analyse them afterwards.

In the third stage of the lesson, the student teacher wrote the title – The Solar System – on the blackboard and gave the students instructions to do the same in their notebooks. Next, the student teacher distributed a representation of the solar system (see Appendix 1.1 – Lesson Plan #1 materials – handout 1) that the students had to glue into their notebooks below the title. Given that this class had previously shown interest in the Space theme, the student teacher decided to let them participate (in Portuguese) by saying the names of the planets. The student teacher then wrote on the blackboard an exercise with the names of the planets spelled with gaps to fill in (e.g. M_rc_r_) so the students could try to figure out how they were spelled in English, given that they knew their names in Portuguese. The students had to copy down the exercise with a pen and then try to complete the names of the planets. Some students went to the blackboard to write their answers and, with the help of the student teacher, they were able to complete all the planets’ names correctly. In the final stage of the lesson, all the students had the opportunity to say each of the planets in English, so the student teacher could help them with pronunciation. These introductory activities were simple and allowed the student teacher to better understand how the class reacted to her techniques and functioned as an initial informal register of their oral and writing skills.

Overall, this lesson accomplished the aims that were set beforehand, and even though the quiz took up most of the lesson, the students still had time to participate actively, both by writing their answers on the board and by trying to say the names of the planets. The student teacher realized the class was extremely excited to learn more about the planets. Some even started asking questions about very complex themes, such as the constellations and the components of the planets.

Lesson 2 – 19th of October

This second lesson was entirely dedicated to learning about our solar system, namely the sun, the planets, the asteroids, and the comets, using the ordinal numbers, and giving the students many opportunities to speak during the lesson. The student teacher brought flashcards of the planets (see Appendix 2.1 – Lesson Plan #2 materials) that were the same as the pictures of the planets the students had in their handout from the previous class, so they were familiar with the pictures.

Unfortunately, this lesson did not go according to plan because it was a very rainy day and, given the new recommendations of the COVID-19 contingency plan, students are not allowed to have recess time unless they can go outside. This meant that they had already been in the classroom since 9am without a break and, to make matters worse, the main teacher had continued her class throughout what would have been their recess time (the 30-minute period prior to their English lesson). This resulted in an extremely agitated classroom, with students losing their patience because they felt tired and exhausted. Consequently, the student teacher was not able to finish everything that was planned, but she tried to make the most of it by trying to engage the class in what was being taught.

The lesson was organized into four stages: the first one focused on the introduction and contextualization of the lesson; the second one was the presentation of the vocabulary about the solar system; the following stage consisted in a listening exercise to consolidate the vocabulary taught, however, this was not accomplished; and the final stage of the lesson included giving the homework assignment.

In the first stage, the student teacher followed the usual introductory routine, this time without welcoming the students to the classroom and guiding them to their seats because, as previously mentioned, they were already in the classroom. The teacher proceeded to write the lesson number, date, and summary on the blackboard, and gave instructions for them to copy it into their notebooks. Following this, the student teacher circulated around the classroom, making sure they were doing what had been asked of them and if they were following the instructions (e.g. use a pen, begin to write on the left side of the notebook, do not waste blank pages between lessons, and copy everything without any mistakes). As stated earlier in this chapter, this group of students had problems with following instructions about how to write in their notebooks, so the student teacher took this into account when giving them instructions as well as when verifying their notebooks.

In the second stage, the student teacher incited the students to explain what a solar system is, using their own words. With the students' participation, they created a small description of the solar system. Then, the student teacher inquired them on what they knew about the sun and used that information to create a short description of the sun. The group showed interest in this kind of presentation, so the student teacher used the same method for the next content presentation which consisted in presenting the eight planets in the solar system. The students had to use the sentence provided "Mercury is the 1st planet from the sun." and adapt it to the other planets in the solar system when the student teacher showed them the flashcard of each planet. The student teacher would then inquire the students about the specific planet, to know if they knew any of their distinctive features. With this information, they were able to collect a series of data about each planet and write it in their notebooks. The student teacher wrote the information on the board, so they knew how to spell every word and then circulated around the classroom to make sure the group was focused on the task in hands. The result of this task was: "Mercury is the 1st (first) planet from the sun. It is the smallest planet in the solar system." Whenever the class did not know anything about a planet, the student teacher would use information that she had brought. An example of this was the description of Uranus: "Uranus is the 7th (seventh) planet from the sun. It is made of water and methane. That is what makes Uranus blue." The students would then read the sentences aloud, first as a group and then the student teacher would choose one student randomly to reread them.

The next stage would have been a listening task based on a "Guessing game", however, as mentioned before, the lesson did not go as planned, and there was not enough time for this activity, which was postponed to the following lesson. Given this last-minute adaptation, the third stage was replaced with the last stage of the lesson: the homework assignment. The student teacher gave the class their homework which was more of a challenge rather than an assignment. It consisted in them going to the NASA website (spaceplace.nasa.gov) and trying to find the answer to the question: "How does the sun shine?" This homework assignment had three different aims: the first was to understand if they were able to find the information required on the website; the second one was to know if they could choose the right answer, since there is a lot of information about the sun on the website and they had to specifically choose the one about how the sun shines; and finally, they had to understand the information retrieved so they could talk about it in the following lesson.

Considering the challenges encountered during this lesson, it can be said that it was still successful, as the students made an effort to stay focused and participate, even though they were visibly exhausted. Although the student teacher was not able to carry out the scheduled listening task, the group had several opportunities to participate, contribute with their knowledge about the theme and practice their oral skills.

Lesson 3 – 22nd of October

The third lesson served as a revision and practice moment for what the students had learned until then about the theme, and it was divided into four stages.

As usual, the first stage was dedicated to welcoming the students into the classroom and letting them settle down for class. The second stage, which was the homework correction, was in fact an opportunity for them to show their research abilities and organization of information. When asking about the homework, the student teacher understood that five students had not done this task. Even though this homework was not fundamental for the lesson, it was important the students at least tried to do it, given that it was an enriching task.

The rest of the lesson was dedicated to different exercises in which the students could put into practice the content they had learned in the previous lessons. As a warmer, the student teacher asked the class a few questions about the theme to make sure they were focused and ready to start working. In the first exercise the students had to match a planet to its defining feature. The features used were all written in the superlative (e.g. the hottest) for them to understand the pattern. Even though the student teacher had not planned to explicitly explain this rule, the students asked why they were all the same, so she took the opportunity to establish a parallel with the Portuguese grammar; however, she did not go much further into this explanation, so not to confuse them.

In the second exercise the students had to hear the student teacher talk about the planets and decide which planet was being described. This exercise was extremely positive, and the students were very excited with the descriptions. In fact, when the exercise ended, they asked if the student teacher could do the same for the rest of the planets. As a result, the student teacher added a description about the moon. Even though they had not talked about it yet, they were very excited, and a few students guessed what was being described. Overall, the outcome of the exercise was very positive, and most of the students were able to guess what planets were being

described. Once again, this proved that the biggest issue with this group was not their oral and listening skills, but their writing and reading comprehension skills.

The third exercise comprised a set of true or false sentences. However, the student teacher gave greater importance to the second part of the exercise, in which the students had to transform the false sentences into true ones. Once again, the students showed greater difficulties in this type of task because it required them to fully understand the sentences and look for vocabulary to transform them. Nevertheless, most were able to complete the task. When reading the sentences, only a few needed the student teacher's help with the new words. One of the sentences in this exercise implied the use of ordinal numbers. The student teacher realized that they were still very reticent when it came to the spelling of the ordinal number as well as the correspondent number, therefore, she decided to dedicate a whole exercise to this theme at the beginning of the following lesson.

The last stage of the lesson consisted in the homework assignment. Similarly to what had happened in the previous lesson, this assignment required them to do research about the theme that was going to be developed in the following lesson – the moon – as well as be able to decide which information was more relevant and that could answer the question “How does the moon shine?”.

On the whole, this lesson was extremely positive, especially when compared to the previous lesson, in which the students' level of productivity was extremely low. This lesson allowed them to understand their weaknesses, namely when it came to writing and understanding several different sentences.

Lesson 4 – 26th of October

In this lesson the students revised the ordinal numbers and were introduced to a new topic “The Moon”. The lesson was divided into five stages and the first one was, as usually, the introductory stage, in which the students entered the classroom and followed the usual routine.

The second stage was dedicated to a revision of the ordinal numbers. As stated in the previous lesson, the class put forth many questions when they had to use the ordinal numbers (that had previously been presented with the planets), therefore, the student teacher created an exercise in which they had to combine the planet, the ordinal number (numeral) and its spelling. The exercise proved that the students had greater

difficulties with the spelling of the numbers, but no questions when it came to their numeral form or to how they were pronounced.

The third and fourth stages of the lesson were dedicated to presenting the Moon, its characteristics, and its phases. As most of the students were unfamiliar with the names of the moon phases in Portuguese, it was necessary to first explain them in Portuguese, and only then present their equivalent in English. Even though some did not know what the phases looked like or their names, the representation the student teacher brought (see Appendix 4.1 – Lesson Plan # 4 materials – handout 2) was very helpful, and by the end of the lesson, they had no doubts about what the moon should look like in each phase.

The last stage of the lesson was, once again, the homework assignment. This exercise had originally been thought as a consolidation exercise to be done in class, but since students were showing signs of exhaustion and impatience, the student teacher thought it would be more productive to let them do it at home and correct it in the following lesson so to understand if they had any questions. If the exercise had been done in class, it would be harder to verify if the students had understood the content, as they had just heard all the information and they would be able to answer the questions based on what had been said, instead of thinking about the reasons why they were answering that.

In general, this was a productive lesson. There was a small setback because the students had never heard of the names of the moon phases before, but the solution was easy, and it worked well throughout the lesson.

Lesson 5 – 29th of October

The main aim of the fifth lesson was the completion of the final quiz about the didactic unit “Outer Space”, however, this only took up the last part of the lesson. In the first part of the lesson, the students corrected their homework and learned about the galaxies. The lesson was divided into four stages.

Like in the previous lessons, the first stage was dedicated to the introduction of the lesson, however, there was a slight change. Trying to encourage students to settle down more quickly at the beginning of the lesson, at the same time as inciting their autonomy and their confidence, the student teacher decided that a student could write the lesson number, date, and summary instead of her. Faced with this “challenge”, the

class became quieter and focused much more quickly than what was usual, which proved to be positive.

In the second stage of the lesson, the student teacher started by asking who had completed their homework. This time, only two students had not finished it, however, both had run to the student teacher when she arrived at school explaining why they had not done so. This proved that the students tried their best to do what was asked of them, even though the student teacher had never given them any consequences when they failed to complete their homework. The correction of the exercise was simple, and most of the students had no doubts about the answers, which proved they had understood the content, or that they had at least paid attention to the explanations.

The following stage was dedicated to presenting the galaxies. This topic was not initially planned by the student teacher, but when analysing the results of the initial quiz, many students had completed the sentence “One thing I want to learn about space is...” with “the name of the galaxies” or “a nossa galáxia”, therefore, the topic was included. In order to present the concept of “galaxy”, the student teacher relied on the students’ line of thought by suggesting they should think from the smallest (planet) to the largest. Without the student teacher’s interference, they referred “galaxy”, which then allowed for the presentation of the topic.

The last stage of this lesson was the final quiz “Through Outer Space – what did I learn?” (Appendix 5.1 – Lesson Plan #5 materials), in which the students had to complete a text with fill in the gaps about the new vocabulary they had learned throughout the first five lessons of the STP. The quiz was conducted in order to establish a comparison between what the students knew at the beginning of the STP regarding the theme in question, and what they knew now that the topic had been concluded. Furthermore, the quiz allowed the student teacher to understand if the methods and techniques used throughout the lessons had positive results in the students’ comprehension of the vocabulary and the topic.

In sum, this lesson went according to plan. The students participated in the homework correction, as well as in the presentation of the vocabulary regarding the last part of the topic – galaxies. In the quiz, they showed that they learned a great part of the vocabulary taught throughout the lessons (further discussion of the results of the quiz can be found in the fourth chapter of the report).

Lesson 6 – 2nd of November

The sixth lesson is the halfway mark of the STP, and therefore the introduction to the new didactic unit “Portugal in Europe and in the World”. This lesson was divided into five stages.

The first stage was, as usual, an introductory stage in which the students settled down. Similarly to the previous lesson, a student went to write the lesson number, date, and summary on the board. The students were now extremely excited and almost fighting to be chosen to go to the board, so the student teacher took the opportunity to choose someone who usually behaves very well, so to serve as an incentive for the rest of the class to try and behave correctly.

In the second stage of the lesson the students had to guess what the next theme would be. Their answers allowed the student teacher to make certain changes in her plans, given that they showed a lot of interest in themes such as the Portuguese flag, its colours, and meanings.

The third stage of the lesson was dedicated to answering the initial quiz of the didactic unit (Appendix 6.1 – Lesson Plan #6 materials) that allows the student teacher to understand what they already know about the theme. Similarly to what had happened in the first initial quiz (“Through Outer Space – what do I already know?”), the students already had some knowledge of the content, however, not as much in comparison with the first didactic unit.

The next stage of the lesson consisted of an introduction to the theme, in which the students revised some vocabulary (the colours) and learned the name of the continents and their pronunciation. During the presentation of the continents, the students kept insisting that there are only five continents, which explains their answers in the first question of the quiz (this information will be further discussed in the fourth chapter of the report). However, when they looked at the map, they were able to understand how many continents there are and where they are located.

At the end of the lesson, the student teacher returned the quiz “Through Outer Space – what did I learn?” to the students. The students had the opportunity to look at their texts and ask questions to the student teacher about some of the notes she left them (e.g. related to spelling or misunderstandings of what had been asked); the student teacher also highlighted that the class had shown that they understood the content and that they were engaged in the activities. The lesson went according to plan,

and once again, the class showed great interest in the new themes as well as in the student teacher's explanations of the new vocabulary.

Lesson 7 – 5th of November

In this lesson the students learned the name of the oceans as well as the names of the cardinal points. With this, they were able to talk about the position of the continents and oceans according to the cardinal points. The main goal of this lesson was to have the students work in pairs asking and answering questions about the topic. The lesson was divided into 4 stages.

The first stage of the lesson was, as usual, an introductory stage in which a student had the opportunity to go write the lesson number, date, and summary on the board. The students, once again, were very eager to be chosen to go to the board, which means that the incentive may have worked, especially because they sit down and prepare their materials now much more quickly.

The second and third stages of the lesson were dedicated to the presentation of new vocabulary about the oceans and the compass rose. The students showed some difficulties in understanding the compass rose, however, once the student teacher gave them a few examples, they started understanding where the cardinal point went and what they mean.

The last stage of the lesson, as mentioned above, was entirely dedicated to oral production. The students sat in pairs and had to ask and answer each other's questions about the theme. At the beginning, the student teacher realized they were having some trouble and the questions were all very similar. In view of this, the student teacher decided to give them some extra examples that included information about directions and cardinal points. After this, they started using the vocabulary as well, and, in the end, the questions were very diverse and imaginative, which not only proved that they understood the content, but that they could also use it in "real life-like" dialogues. While the students presented their questions and answers, the student teacher rarely intervened to correct some minor mistakes in terms of pronunciation.

Overall, the lesson accomplished its aims and students had the opportunity to participate and speak, ensuring that they understood the new vocabulary and knew the correct pronunciation of the words. Besides, the last stage of the lesson allowed the

student teacher to prepare a series of questions the students would have to answer (in writing) in the following lesson.

Lesson 8 – 9th of November

The eighth lesson was dedicated to consolidating the content learned so far, given that in the following lesson the students would be learning a new topic. Therefore, three different exercises were prepared. The lesson was initially divided into three stages, however, due to lack of time, the last exercise ended up being a homework assignment, therefore adding a fourth stage to the lesson. Even though the students were very hardworking, they were very disruptive and distracted, which complicated the rhythm of the lesson.

The student teacher's intention for this lesson was to replicate what had happened in the previous lesson, but this time in written form – the students had to answer several questions about the theme the student teacher wrote on the board. Given that their weakness is usually writing, the student teacher assumed that by having had the opportunity to use the new vocabulary and structures orally with their peers in the previous lesson, this task would be easier. The student teacher based the questions on examples the students had used in the previous lesson.

The second exercise, which was also written on the board, consisted in true or false statements, in which the students also had to correct the false sentences. Even though the class had already solved exercises similar to this one, in this lesson they were not able to do it, because, as referred above, they were too distracted and noisy. However, the student teacher tried her best to get them back on track and solve the exercise.

The third exercise, which was also written on the board (a table where they had to write the names of the oceans according to which continents they border), ended up being a homework assignment, since there was not enough time to finish it in class.

The lesson did not go exactly according to plan, however, the exercises that were completed allowed the students to mobilize their knowledge of the content and practice their language skills. In most cases the students showed that they understood the content, the instructions, and the exercises as well.

Lesson 9 – 12th of November

In this lesson a new topic was introduced “The European Union, its history, and values”. The lesson is divided into four stages. The main goal of this lesson is to establish a parallel between European values and rules and the classroom values and rules.

The first stage was, just like in the previous lessons, an introduction to the lesson. For that, a random student had the opportunity to go to the board, write the lesson number, date and summary.

In the second stage the students had to orally present their homework along with any questions they may have. Everyone had done the homework; however, a few students told the student teacher they were not sure if they had done the whole exercise correctly. Due to its complexity, the student teacher made sure that everyone understood the correction of the table and checked their work.

The third stage was dedicated to the presentation of the new topic. The student teacher incited the students to participate and share all they knew about the EU. Once she realized the class did not know much, she clarified some of their questions and gave them information about the EU’s beginning, history, and values. From here, the student teacher created a bridge to talk about the need for rules and values, whether it is a small group of students in a classroom or in a big institution, such as the EU. Afterwards, the students had the opportunity to analyse the EU map and retrieve information from it, by naming countries and their respective capital cities. They also learned how to read years in English (e.g.1986 – nineteen eighty-six).

The fourth stage of the lesson allowed students to think and consider their actions within the classroom, so to classify them as “Peacemakers” or “Peace-breakers”. For that, the student teacher showed them a series of actions (see Appendix 9.1 – Lesson Plan #9 materials – handout 5) that could happen in the classroom (e.g ... listen to the teacher; ... break the rules) and the students had to decide if they were actions a Peacemaker or a Peace-breaker would have.

Even though the students are young, they showed a lot of interest in the history of the EU and continued asking the student teacher questions, even after the lesson had ended. This proved that no theme is too complex for young learners, and that with the right approach, they will show interest in every topic. When it came to the “Peacemakers and Peace-breakers” activity, the students recognized that sometimes they have many actions that fit the “Peace-breakers” definition. By realizing this, the

students fulfilled the aim of the lesson which was becoming aware that their attitudes inside the classroom needed to improve.

Lesson 10 – 16th of November

In the tenth lesson of the STP the students were presented the last topic “Portugal, the flag, and the districts”. The lesson was divided into five stages. The main goal for this lesson was to have the students writing and reading a small text about themselves and where they come from.

In the first stage of the lesson, the same ritual as in the previous lessons were repeated. In the second, third, and forth stages, different parts of the content were presented. In the presentation of the flag’s poster (see Appendix 10.1 – Lesson Plan #10 materials), the students demonstrated that they already knew all the meanings and symbols of the flag, therefore, the student teacher only helped them translate them into English. They were very excited to talk about this, especially because they had just learned this content in *Estudo do Meio*. When they were learning the districts and the archipelagos, they had the opportunity to explore the poster with the map (see Appendix 10.1 – Lesson Plan #10 materials) and point out where they lived and where they had family.

The fifth stage was dedicated to text production. The students had to create a small text, following the model provided by the student teacher (see Appendix 10 – Lesson Plan #10) on the blackboard, in which they had to share some information about them. The students wrote their own text in their notebooks and then they read it out loud to the class.

On the whole, this lesson accomplished its aims, and the students showed interest throughout the activities, especially since they had several occasions to participate with information they already had learned in other classes.

Lesson 11 – 19th of November

In the last lesson of the STP the students had to answer a final quiz about the didactic unit “Portugal in Europe and in the World” (Appendix 11.1 – Lesson Plan #11 materials). There was also a final project in which the students created posters describing peacemakers and peace-breakers’ actions.

The lesson was divided into three stages. As usual, the first stage was the introduction in which a student had the opportunity to go and write the lesson number,

date, and summary on the board. However, the class was too excited because they knew they would have a quiz this lesson, therefore, the introduction took a bit longer than usual.

In the second stage of the lesson the class had to answer the final quiz. Contrary to what happened in the first quiz (in which the students had to complete a fill in the gap text with the vocabulary they learned), in this final quiz they had to answer a few questions about the themes and complete a compass rose to show they knew the cardinal points. Contrary to what happened in the first final quiz, the students had more difficulties here, because this one focused on skills in which they had more trouble with, namely writing and reading comprehension (the results of the quiz are fully analysed in the fourth chapter of this report).

In the final stage of the lesson the student teacher proposed that the class design two posters that could afterwards be exhibited on the classroom's cork panel. These posters presented the characteristics a peacemaker and a peace-breaker would have, classifying the different actions students may have within the classroom. For that, the student teacher distributed a sentence to each student (see Appendix 11.1 – Lesson Plan #11 materials – handout 7); then, the student had to read the sentence aloud and decide if it described a peacemaker or a peace-breaker. Once this was done, the student would glue the sentence onto the respective poster, so to form sentences (e.g. Peacemakers ... help people; Peace-breakers ... talk without permission). The students showed great enthusiasm in doing this and the result was the following (Figure 3):

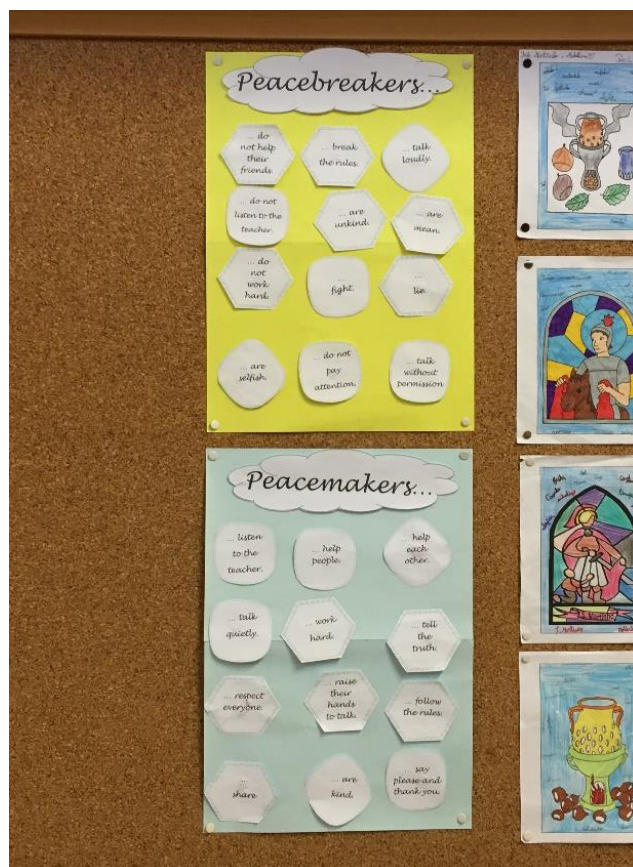


Figure 3 - Results of the activity “Peacemakers and Peace-breakers”

Summary

This chapter began by focusing on the presentation of the legal framework behind the choices made for the STP, namely the school curriculum, the innovative project in which the cluster participates in, and the official documents that regulate teaching English as a foreign language in the primary school in Portugal. Afterwards, the various methodologies and techniques adopted throughout the lessons were presented. Lastly, a description and critical analysis of each lesson was given, taking into consideration the students’ as well as the student teacher’s struggles and constraints.

In the following chapter an overall analysis of the STP will be considered, by considering the learners’ assessment moments as well as reflecting upon the work developed.

Chapter 4. Final observations and analysis

This chapter is divided into two sections. The first one is dedicated to presenting and exploring in detail the students' progress and results through the analysis of the initial and final quiz of each didactic unit taught. The second section consists in a final reflection of all that was done throughout the STP, considering the most and least well-achieved aspects of the experience, including the challenges brought by the COVID-19 pandemic.

4.1. Analysis of the students' results

Throughout the STP different methods and techniques were used to assess the students' work and progress regarding the methodology adopted. In view of this, direct observation, homework assignments, and the initial and final quizzes performed at the beginning and end of each didactic unit, that allow for a more accurate analysis of the students' evolution. Each of these elements will be presented and discussed in detail.

❖ Direct observation

During the eleven lessons different activities were carried out that allowed for the observation of the students' skills as prescribed by the *Metas Curriculares* (Bravo *et al.*, 2015), namely the writing, speaking, and listening skills. Considering the *Aprendizagens Essenciais* (n.a., 2018), the students' intercultural and strategic skills were also taken into consideration to assess their progress through direct observation.

At the beginning of the STP it was possible to confirm that the students' greatest obstacle was related to writing activities and oral interactions in English. The issue of writing had already been highlighted by the English teacher as well as the main teacher. Even though several activities aimed at developing their writing skills were implemented during the STP, at the end of the eleven lessons, some students still showed some difficulties in this area. As an example of this, the student teacher often had to remind the class how to spell simple words (e.g. days of the week or month,

even though they were used to writing them in every lesson). However, a slight improvement was visible in the majority of the students at the end of the STP, even when considering their written comprehension, as they would not ask for explanations about certain instructions as often as they did at the beginning of the STP.

When considering the students' oral interactions, there was a significant improvement in the course of the STP. Most of them made an effort to ask their questions and participate in English, occasionally code-switching when they did not know a word, as such: "Teacher, this exercise can be *feito* with pen?" When this happened, the student teacher would repeat the word in English "done" and the student would repeat the question, using the word they did not know before. The ritual of writing the most used sentences on the blackboard at the beginning of each lesson proved to be valuable, as the students would rarely use Portuguese to ask those questions, and if they did speak in Portuguese, a simple indication from the student teacher toward the sentences would make them rephrase what they were saying immediately.

The students' listening comprehension was assessed through listening exercises and by observing the students' reactions when instructions were given. At the beginning of the STP it was necessary to repeat the instructions in Portuguese, so to ensure the students would understand. However, towards the end of the eleven lessons, they had become familiarized with most of the vocabulary used for instructions, and only occasionally did they need a clarification or exemplification of what was being asked.

The assessment of the students' intercultural skills was done by asking them about their knowledge of the themes being explored, namely when it came to the EU theme, Portugal's role in this union, and the different aims and meanings behind an institution such as this one. Besides, when presenting the Portuguese flag, the student teacher incited the students into sharing their knowledge about it. In both situations, the students proved to be extremely interested in these themes and they already knew several characteristics of the Portuguese flag, which showed that they had some cultural awareness.

The students' strategic skills were assessed when performing pair activities in which they had to create dialogues mobilizing the theme's vocabulary. This type of activity was quite problematic for some pairs because the students were not used to working together and sometimes one of them would not agree with the question his/her

pair would ask, which would lead to some moments of tension. However, when helped by the student teacher, they were able to solve their issues without much distraction.

❖ Homework Assignments

Throughout the STP there were four homework assignments, however, these assignments had different aims. Two of them assessed the students' technological abilities, namely considering what is prescribed by the *Perfil dos Alunos à Saída da Escolaridade Obrigatória* (2017) in terms of the skills related to information and communication. In this case, students should be able to “use and master different instruments to do research, describe, evaluate, validate and mobilize information, both critically and autonomously” (Martins, *et al.*, 2017, p.22, my translation²³) in order to “transform information into knowledge” (Martins, *et al.*, 2017, p.22, my translation²⁴). Furthermore, these homework assignments served as a stimulus for the students' autonomous learning, given that they had to organize themselves and decide which content they found was relevant to complete the assignment (Ioannou, 2003). Taking this into consideration, the students were instructed to go to the official NASA Website for children (spaceplace.nasa.gov/) and look for information about the sun and moon (see description of lessons 2 and 3). In both cases they would encounter much more information than what was required, which allowed the student teacher to assess if they had understood what was asked of them in the assignment. The first homework assignment (see description of lesson 2) was completed by 19 of the 24 students; and of those 19, 15 were able to find the information required with no doubts and they copied it into their notebooks as they had found it on the website. The remaining four students were unable to find the information on the NASA website, but they told the student teacher that with the help of a parent and/or an older sibling they had found the required information on other websites.

The second homework assignment (see description of lesson 3) was completed by 20 of the 24 students. Of those, 18 were able to find the information on the website indicated by the student teacher, which shows that the explanations provided by the

²³ “utilizar e dominar instrumentos diversificados para pesquisar, descrever, avaliar, validar e mobilizar informação, de forma crítica e autónoma (...)” (Martins, *et al.*, 2017, p.22).

²⁴ “transformar a informação em conhecimento” (Martins, *et al.*, 2017, p.22).

student teacher where enough to clarify their questions about how to find the data and work on the website.

It is important to highlight that the students were quite used to being assigned homework by the English and the main teachers, therefore, it was not new to them when the student teacher assigned them these assignments. In the same way, students were used to being reprimanded when they did not complete these assignments, therefore, they would try to tell the student teacher that they had not completed the exercises, sometimes even before the class began when they encountered the student teacher coming into the school. It can be said that they were concerned about not being able to complete the assignment.

The third and fourth homework assignments were consolidation exercises that allowed the student teacher to better assess the students' fragilities in the content presented. In the first consolidation exercise assigned as homework (see description of lesson 4), 21 students completed the exercise and had no wrong answers. The second consolidation exercise (see description of lesson 8) was completed by 19 students. Of these, five showed some difficulties in solving the exercise, which was visible during its correction in the following lesson; however, while the exercise was being corrected, these students showed that they had understood what they had done wrong when confronted with the world map. This may prove that their difficulties were driven from the fact that they did not observe the world map while completing the exercise.

❖ Initial and final quizzes – Outer Space

At the beginning of the didactic unit "Outer Space", a quiz was given to the students so to understand their knowledge level of the topic about to be developed as well as to have a mean of comparison to understand if the cross-curricular approach proposed was effective in the students' acquisition of the content. This quiz was divided into two parts. Given that this was the students' first official contact with this theme, it was decided that it would be beneficial to have the information both in Portuguese and in English.

The first part consisted of four true or false questions about the theme (There are 5 planets in our solar system; The sun is a planet; The moon always looks the same in the sky; Our galaxy is the Milky Way). The second part of the quiz had two sentences that the students had to complete: "One thing I already know about space..."

and “One thing I want to learn about space...”. For the first sentence, the student teacher told the class they could use the information from the first exercise of the quiz, as for the second sentence, she explained they could refer to anything they were curious about learning.

The results of the first part of the quiz were quite positive and showed that even though the students had not had any contact with the theme beforehand (neither in the language class nor in *Estudo do Meio*), most of them knew the right answers for the four questions. The following bar chart (Figure 4) shows the results of the first part of the quiz that consisted of four true or false questions.

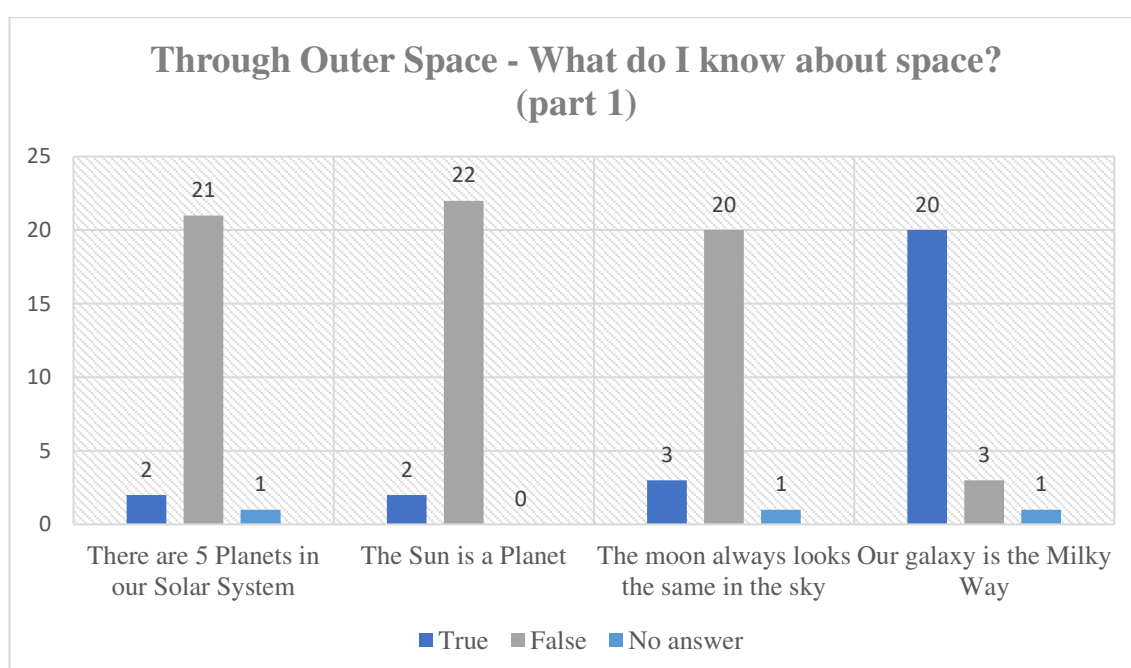


Figure 4 - Results of the Quiz “Through Outer Space – What do I know about space? (Part 1)”

Contrary to what happened in the first part of the quiz, the second part showed that students did not understand what they were supposed to do and had great difficulties in writing whole sentences in English. It is hard to know if this was just an issue of miscommunication, as the student teacher had told them that for the first sentence (“One thing I already know about space ...”) they could use the information from the True or False exercise and that for the second they could mention anything they would like to learn, or if these results are proof of the class’ difficulties in writing and understanding how to write.

The results of this quiz were consistent with the students’ interventions throughout the following lessons where these themes were presented. They were

particularly interested in understanding what the student teacher meant by “the moon always looks the same in the sky”, and they showed that interest in the first lesson (when the quiz was delivered) and then again when the Moon and its phases were presented.

As for the answers to the second sentence of the second part of the quiz “One thing I want to learn about space...”, the majority of the students showed interest in learning about galaxies and constellations. Upon realizing this, the student teacher decided to include a brief presentation of our galaxy (the Milky Way), even though her initial plan was to just teach the name of the galaxy.

The class showed a great interest during the didactic unit “Outer Space” and they were always eager to learn more. This interest was clearly visible in the overall results achieved in the Final Quiz “Through Outer Space – What did I learn?”), which consisted in a text with fill in the gaps about the vocabulary learned in the didactic unit “Outer Space”). The results are shown in the following pie chart (Figure 5):

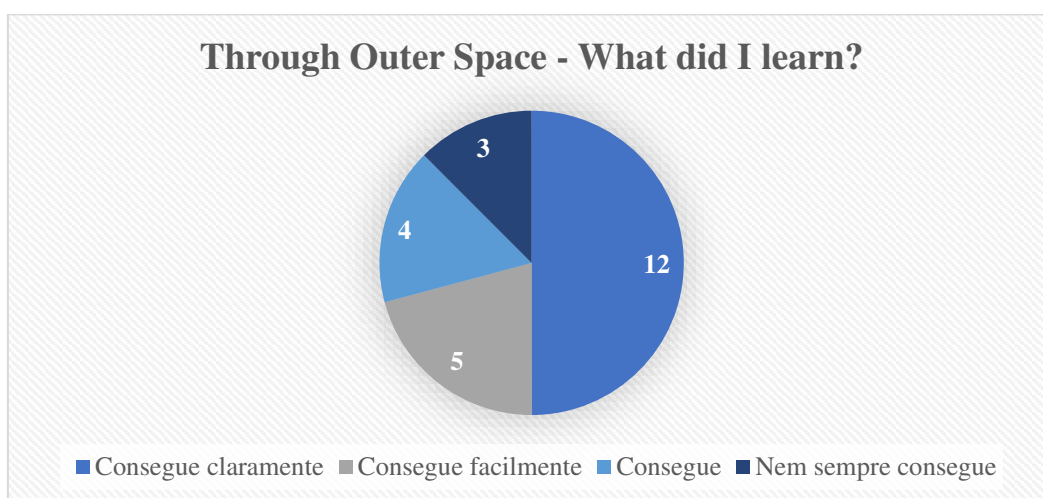


Figure 5 - Results of the Quiz “Through Outer Space - What did I learn?”

As one can see in the pie chart above, most of the students (twelve) achieved the highest mark on the quiz, which means they were able to complete at least 18 of the 20 gaps in the text. Another nine students correctly completed more than half of the gaps. As for the three remaining students, who are those with greater learning difficulties, they were unable to complete at least half of the text. These results indicate that despite the student teacher’s effort to help these three students and reinforce their comprehension throughout the lessons, it was not enough, and they continued to struggle with English.

In order to help the students better understand their results, the student teacher adopted the school's nomenclature which is different from the usual ones (see table 1):

AEA's nomenclature	Usual one	English equivalent
Consegue claramente	Muito bom	Very good
Consegue facilmente	Bom	Good
Consegue	Satisfaz	Sufficient
Nem sempre consegue	Não Satisfaz	Insufficient

Table 1 - Marking nomenclature

Even though the student teacher could have used the English equivalent to the marking nomenclature, specialists say that “children are able to reflect easier in their own language” (Mourão, 2016, 23:48 min.), therefore, it is easier for them to understand their results and the student teacher's comments if these are written in Portuguese. For this reason, and because the students are used to knowing their results through this nomenclature, the student teacher decided to adopt it.

Furthermore, the exercise created for this quiz (a text with fill in the gaps) was designed specifically for what the students had learned throughout the five lessons, given that there was a big emphasis on the acquisition of vocabulary. This principle of ensuring that we assess what the students have learned and mimicking the processes used during the classes is in accordance with Dias *et al.* (2005): “assessment should revolve around what the children do in their daily English learning” (Dias *et al.*, 2005, p.42, my translation²⁵).

❖ Initial and final quizzes – Portugal in Europe and in the World

Similarly to what had happened at the beginning of the previous didactic unit, a quiz was given to the students at the beginning of the second one to assess their knowledge of the theme “Portugal in Europe and in the World”. The structure of the quiz was very similar to the one used in the first quiz; therefore, it was divided into two parts. The first part was composed of four True or False sentences about the theme

²⁵ “(...) a avaliação deve girar à volta do que as crianças fazem no dia-a-dia da aprendizagem do Inglês (...)” Dias *et al.*, 2005, p.42

(There are 5 continents in the World; Portugal has got 18 districts; There are 15 countries in the European Union; Portugal entered the European Union in 1986). The second one was an exercise to complete four sentences about the theme (The capital city of Portugal is ...; Portugal is in the ... continent; Coimbra, ... and Leiria are Portuguese cities; The Portuguese Archipelagos are ... and). The results of the quiz are presented in the bar graph (part 1) (see figure 6) and the table (part 2) (see table 2) below and an analysis follows.

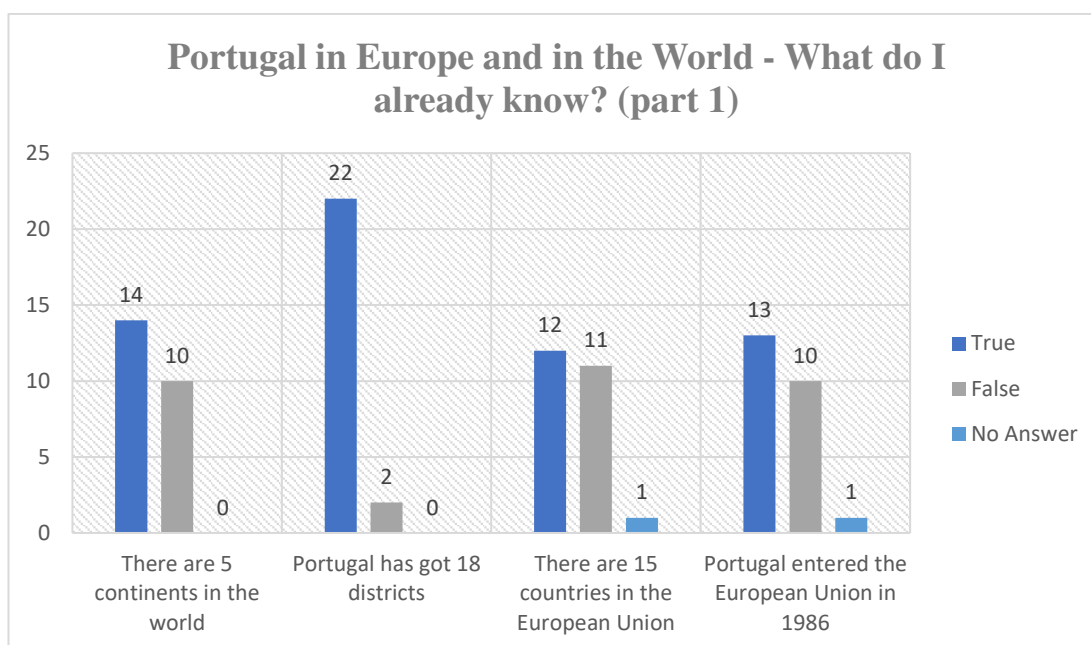


Figure 6 - Results of the Quiz "Portugal in Europe and in the World - What do I already know? (Part 1)"

Portugal in Europe and in the World - What do I already know? (part 2)					
Questions	Answers				
The capital city of Portugal is ...	Lisbon	Lisboa	Other	None	
	13	8	2	1	
Portugal is in the ... continent	European/ Europe	Europeu/ Europa	Other	None	
	9	6	4	5	
Coimbra, ... and Leiria are Portuguese cities.	Lisbon	Lisboa	Other City	None	
	9	6	4	5	
The Portuguese Archipelagos are ... and ...	Azores, Madeira	Açores, Madeira	(only) Açores	(only) Madeira	None
	0	17	2	2	3

Table 2 - Results of the Quiz "Portugal in Europe and in the World - What do I already know? (Part 2)"

Contrary to what had happened in the first didactic unit, here the students showed that they knew most of the content related to Portugal, but they did not know much about the EU or the European continent. As a result, in the true or false exercise the only question in which the majority of the students knew the correct answer is the one about Portugal. Similarly, in the second part of the quiz the students proved they knew the answer to all the questions, including how to write them in English. For example, in the first sentence more than half of the class (13) wrote Lisbon and only eight students wrote Lisboa. The only sentence in which this was not visible is the last one, in which no student wrote Azores.

As for the final quiz of the didactic unit "Portugal in Europe and in the World", the exercises were of greater difficulty than the ones used in the first final quiz. However, these exercises reflected what had been done in the theme's lessons, therefore it focused more on assessing the students' writing and comprehension skills. They had to answer four questions about the theme (How many continents are there in the world? Name them.; How many oceans are there in the world? Name them.; The European Union has got six important values. Can you name three?; What do the green and the red colours represent in the Portuguese flag?) and complete a compass rose with the cardinal points.

In this final quiz the class showed greater difficulty in answering the questions. As the pie chart below shows (figure 7), even though more than half the class had positive results (“consegue claramente”, “consegue facilmente” and “consegue” were attributed to fifteen students), there was an increase in the number of “nem sempre consegue” compared to the first final quiz.

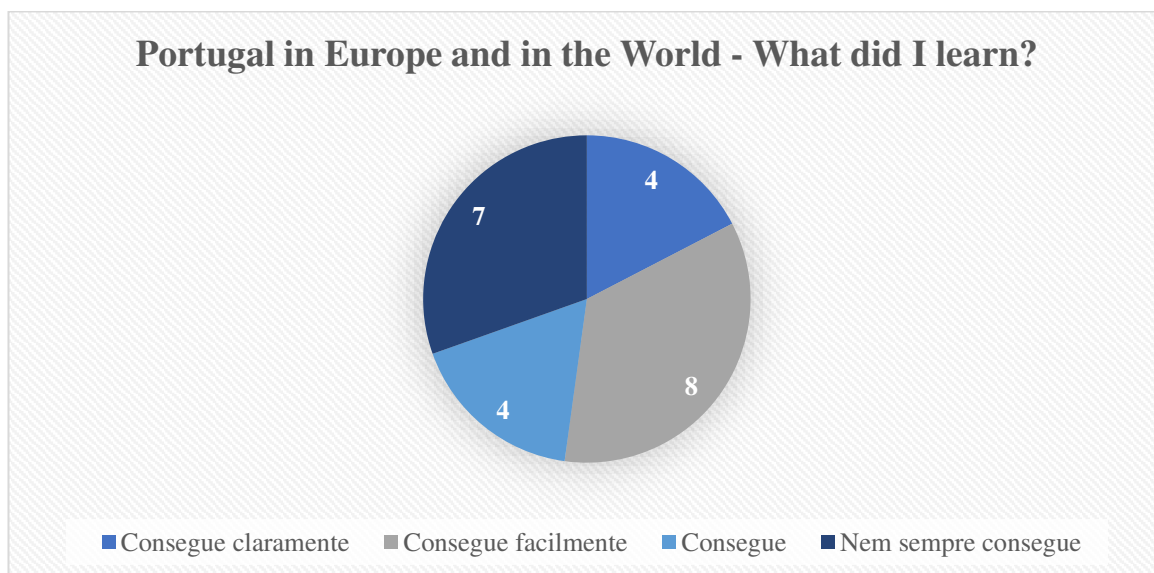


Figure 7 - Results of the Quiz “Portugal in Europe and in the World - What did I learn?”

These results indicate that the student teacher and students’ work in trying to improve their writing and comprehension skills was not enough, and the students still faced many obstacles in writing sentences in English. Comparing the results of the two final quizzes applied, one may conclude that even though the whole class has very good knowledge of the English vocabulary learned and of most of the content, when they have to rely on their writing and comprehension skills, they are more likely to struggle, as those are also their biggest difficulties in their mother tongue. However, in this final quiz in particular, the results reveal that the students learned the content, as most of the times they were able to answer the questions correctly, but not completely (e.g. Q: How many continents are there? Name them. A: 6, Europe, Antarctica, Asia, Africa, America, Oceania.).

4.2. Final Considerations of the work developed

The STP comprised eleven one-hour lessons that were divided into two didactic units: “Outer Space” and “Portugal in Europe and in the World”. The main goal of these lessons was to understand if a cross-curricular approach is beneficial in the young learners’ English language learning process. Given that AEA is part of the *Autonomia e Flexibilidade Curricular* pilot project, the students were used to having cross-curricular projects as well as English lessons in which some themes from other subjects were adapted into the English planification. However, the students had never had eleven whole lessons dedicated to themes that were generally from Estudo do Meio.

Considering the classroom routines and methodologies usually applied by the English teacher, there were a few changes implemented by the student teacher, namely the different attempts to increase the use of the English language within the classroom, as well as the focus given to the students’ attitudes and behaviours (e.g. well-behaved students were rewarded with the chance to write the lesson, date, and summary on the blackboard; there was a lesson particularly dedicated to approaching, discussing and reflecting upon the issue of values, behaviours and actions related to the classroom – the “Peacemakers and Peace-breakers” activity). Even though there were still some situations in which managing the students’ behaviour was still a challenge – as it was described in Chapter 3 – there was a significant improvement in their attitudes towards one another. At the beginning of the STP, it would have been almost impossible to conduct pair activities without great confusion erupting in the classroom, however, when the student teacher paired the students for a spoken interaction activity, there were only minor conflicts between some of the pairs that were easily solved by the student teacher. These situations in which the students’ behaviour disrupted the teaching process proved to be very challenging for the student teacher, who, on the spot, had to think of a solution to bring students back to the routine or change the course of action (e.g. not doing certain exercises when the class showed signs of tiredness and impatience). Overall, the class’ behaviour became less of a struggle to the teaching process as the STP progressed.

As for the students’ writing skills, a slight progress was noted, especially when considering the results of the last quiz (“Portugal in Europe and in the World – What did I learn?”) in which a great part of the class achieved good results. Nonetheless, there were still students who could not accomplish this. Looking back on what was

done, there should have been a bigger focus on this, however, considering the approaches taken (cross-curricularity and CLIL) in which the main focus is on oral interaction and production, a choice was made to highlight these skills and to reduce the focus on their writing and comprehension skills.

One of the biggest struggles encountered in teaching was time management. Sometimes activities take longer than expected, and students may perform better in activities that the student teacher perceived as more difficult and perform worse in activities that *a priori* seemed easier and faster. For this reason, plans can never be considered definitive, and there should always be alternatives for when time is not enough. Besides, the students' productivity can be determined by several different factors, and sometimes even the weather affects their mood and their work.

Besides every technical aspect and result that came from this experience, the one that is most relevant is the conclusion that children are able to learn anything, and that nothing is out of their reach in terms of understanding. This group of students was incredibly curious which allowed for further development of themes that would seem too complicated for them; nonetheless, they were always eager to learn more.

Summary

In this chapter the data collected during the STP was analysed. This data included the student teacher's observation as well as the students' performance during the lessons and the initial and final quizzes applied in each didactic unit. In addition, the students' progress was considered in relation to what was done and what could have been done to improve their results. Lastly, an analysis of the positive outcomes of the STP was considered.

Conclusion

The STP aimed at perceiving if a cross-curricular approach is beneficial for young learners of English. For that, different techniques and methodologies proposed by CLIL and CBI were used in several activities throughout the eleven lessons taught. In the same way, content was retrieved from the curriculum of *Estudo do Meio*, which was combined with content from the *Aprendizagens Essenciais* (n.a., 2018) and *Metas Curriculares de Inglês Ensino Básico: 1.º, 2.º e 3.º Ciclos* (Bravo *et al.*, 2015). Furthermore, it was important to understand if students would acquire the thematic vocabulary, while developing their language skills. In addition, attempts were made to increase the use of English in students' interventions. Alongside their knowledge of the language, special attention was also given to their attitudes and behaviour, as this represented a major issue in classroom management and organization.

Throughout the lessons, it was possible to observe that the class not only understood and acquired the new vocabulary typically associated with *Estudo do Meio*, as it was analysed in section 4.1, but they were also interested in learning more than what was presented by the student teacher. Besides acquiring the language, learners were likewise able to use it in "real life" like situations, such as working in pairs, which is also advised by CLIL. On the whole, this fourth-grade group had better results in speaking activities when compared to writing tasks. Due to this, the student teacher tried to implement additional writing activities throughout the STP, so to ensure the students' progress was visible not only in terms of content, but also in writing and speaking.

When considering the results obtained in the quizzes, it is clear that there was indeed some progress in their language knowledge, given that the majority of the students proved to have understood the vocabulary and new structures presented. However, due to time constraints, it was not possible to further analyse their abilities and skills in different "real life" like situations (as it is proposed by CLIL) in which they could further explore what was developed during the STP. Considering that the greatest difficulties of the class were centred on their writing and comprehension skills, it was not always conceivable to follow what is the priority of CLIL in developing oral skills, because it was important to also place an emphasis on spelling and

understanding new words and structures. For example, even though students had never had any contact with the first theme taught (“Outer Space”), one can say that it is very positive that most acquired and understood the new vocabulary well enough to apply it in written texts and in spoken interactions.

When analysing the use of English in the classroom, the difference verified between the beginning and the end of the STP is tremendous. Most students understood that they should try to speak English, even when they were not sure of the pronunciation of a word. When they did not know how to say something in English, they could say the word in Portuguese and the student teacher would translate it, so they could afterwards repeat the whole sentence in English. This evolution was very significant, because at the beginning they were very reluctant to use the language, claiming they did not know how to say things or what words to use. This progress transformed the students into more autonomous users of the language, as they were no longer afraid to try to speak in English, which was very positive.

It is important to highlight that there was also a significant improvement regarding the students’ attitudes and behaviour, which proved to be a challenge for the student teacher, namely during moments of greater tension in the classroom (as described in section 3.3). They likewise became more open to pair work, and throughout the lessons there were fewer conflict situations. It was particularly interesting to observe how they recognized their own actions in the classroom as being attitudes a “Peace-breaker” would have during the “Peacemakers and Peace-breakers” activity. Even though this activity occurred towards the end of the STP, in the following lessons they would often alert one another when a classmate was doing something wrong by saying, “*Estás a ser peace-breaker*”.

All in all, the STP is already a challenge in what may be considered a “normal” year. These eleven lessons, however, were even a bigger challenge as they occurred at the beginning of an atypical school year due to the COVID-19 pandemic. In addition, the observation period and the STP occurred in two different school years, which complicated the characterization of the class with which the STP would occur. When the observation first started, this was a third-grade class, therefore, the themes and the issues that were first considered to be developed had to be readjusted to fit the learners’ needs in the fourth grade. Besides, there was a big difference in the students’ attitudes and routines once the STP started, given that they had not had face-to-face classes in over nine months, so they had to readjust to the school context and its routines. Even

though it was not easy to work with all these issues, the STP was still a valuable experience that allowed for a better understanding of what are the priorities of a teacher, how the school and class context can influence these priorities, and what are the real needs of students when learning English.

The STP and this report represent the end of a cycle: The Master's in Teaching English in the 1st Cycle of Education. Everything that was taught by the professors in the different classes that compose this course and every ounce of information shared by them represented a part of the path that led to the theme explored in this report, as well as to the choices made regarding the teaching practice and the actions taken in the classroom. In addition, the fact that the STP took place at AEA was crucial for the theme developed, as the school's Innovation Project explores this theme as well. Finally, and knowing that a teacher's learning process never ends, everything that was learned in these three semesters and what was done in the STP is a great foundation for the development of an English teacher at a primary school level.

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Appendix 1 – Lesson Plan #1



Agrupamento de Escolas de Alvalade

Escola Básica S. João de Brito

School Year 2020/2021

Lesson 1

Duration: 60 minutes

Class: 4ºB – 4th grade (A1 Level)

Date: 15th of October 2020

Didactic Unit: Outer Space

Topic: Through Outer Space - introduction

Lesson Rationale

Since the beginning of the school year, the students have been revising some of the content they learned in the 3rd grade, namely the cardinal numbers, in particular their written forms. This focus on writing as well as on content that had already been taught is necessary after the students had online classes for the last three months of the previous school year, and in which the teacher focused particularly on their oral skills and not so much on writing. They know that the student teacher will be their teacher for the following 11 lessons and that she will focus on two different themes: Outer Space and Portugal in Europe and in the World. The students are particularly excited to learn the vocabulary from the Outer Space and that is the first one that will be taught. These themes were chosen with the help of the cooperating teacher and taking into consideration the themes “Develop the knowledge of their world and the world of the others” (Bravo *et al.*, 2015, p.12, my translation²⁶) from the *Metas Curriculares de Inglês Ensino Básico 1.º, 2.º e 3.º Ciclos* for the 4th grade, as well as the topics “Celestial Bodies” (n.a., 2018, p. 118, my translation²⁷), “Portugal in Europe and in the World”, (*ibidem.*, p.122, my translation²⁸), and “Recognizing National Symbols” (*ibidem.*, p.114, my translation²⁹) from the themes “Discovering Nature” (*ibidem.*, p.115, my translation³⁰), “Discovering the relationships between places” (*ibidem.*, p.119, my translation³¹), and “Discovering others and the Institutions” (*ibidem.*, p. 110³²) from the *Estudo do Meio*’s 4th grade curriculum.

²⁶ “Desenvolver o conhecimento do seu mundo e do mundo do outro” (Bravo, C., *et al.*, 2015, p. 12).

²⁷ “Os astros” (n.a., 2018, p.118).

²⁸ “Portugal na Europa e no Mundo” (n.a., 2018, p. 122).

²⁹ “Reconhecer Símbolos Nacionais” (n.a., 2018, p. 114).

³⁰ “À Descoberta do Ambiente Natural” (n.a., 2018, p.115).

³¹ “À Descoberta das inter-relações entre espaços” (n.a., 2018, p. 119).

³² “À Descoberta dos Outros e das Instituições” (n.a., 2018, p.110).

In this first lesson the students will answer a small quiz that will help the student teacher understand what they already know about the theme they are now starting. In order to establish a comparison, there will also be a final quiz at the end of the theme that will focus on all that was taught throughout the first five lessons. Therefore, the lesson is divided into three stages: the first one is dedicated to welcoming the students into the classroom, settling them down and introducing the lesson's theme; the second one is completing the quiz; and the final stage is the presentation of the solar system.

Background Information

This class has 24 students, 15 girls and 9 boys, who are between nine and ten years old. There is one student repeating the 4th grade and two other students with specific difficulties in their learning process (one has a light attention deficit disorder and the other presents several difficulties regarding his/her educational path), however, none of them have specific work plans, and they only require some extra attention and motivation in order to keep their working pace throughout the lessons.

Even though there are two foreign students, they came to Portugal before starting their schooling; therefore, they are completely integrated and comfortable with the Portuguese language. All the students belong to middle and upper middle-class families, similarly to the school's demographics, and they all live near the school.

Regarding their grades, most of them have had good results both in English and in the other subjects. Their bigger challenges are those associated with their writing skills, so they need an extra effort to improve their results in this area. As with any class, there are different types of students with different working rhythms and performances. On the one hand, there is a group that is extremely motivated and hardworking; these students are always the first to finish all the tasks and assignments and end up showing some impatience towards those classmates who take longer, however, when asked to help them, they are always very excited and want to help. On the other hand, there are some students who have a harder time participating and engaging with the activities, however, they make the effort when asked to.

As a whole, the class is extremely disruptive and has a hard time following classroom rules. They are very loud and easily get distracted from what is being done because they engage in parallel conversations with their classmates. Additionally, they are not polite to one another, they make fun of some of their classmates, in particular

those who have slower learning rhythms. All in all, their behaviour is most of the times the biggest challenge throughout the lessons.

The class has English on Mondays and Thursdays, from 12:00pm to 1:00pm, which is right after a 30 minute-break, therefore they come to class when the bell rings and they are usually very excited and take a couple minutes to settle down and get ready to start working. This is their second year of English, so they already have some knowledge of the language; however, due to the COVID-19 pandemic and the consequent online learning last year, the class has a hard time adjusting to English class, namely to English interaction throughout the lessons. Nevertheless, they are extremely hard-working, very curious, and always eager to learn more. Bearing this in mind, the shift from using Portuguese to English in the classroom was smooth and gradual. By the end of the STP the students would naturally interact in English with the student-teacher and with their classmates.

Overall Aims:

By the end of the lesson students will be able to:

- ❖ name all the planets in the solar system;
- ❖ write the names of the planets in the solar system.

Development of the Lesson

Stage 1 (10 minutes): Welcoming the students and presenting the day's activities.

Specific Aims

By the end of this stage students will have entered the classroom orderly, settled down, opened their English notebooks, and copied the lesson number, date, and summary from the blackboard. Based on the summary, the students will try to guess what the lesson will be about.

Procedures

- ❖ The student teacher welcomes the students by waiting for them outside the classroom and saying good morning when the main teacher walks them into the classroom.
- ❖ The student teacher tells them they should sit, calm down and get their English notebooks, so the class can begin.

- ❖ Once the students get their notebooks, the student teacher asks them the number of the lesson, day of the week and date. She writes the information on the blackboard and randomly asks one student to spell the day of the week. Given that one of the contents intended to be taught are the ordinal numbers, the student teacher will insist on asking about the date format. For example, the lesson took place on the 15th of October, so the student teacher asks: “What day is it today?”; if the student answers “Fifteen”, the student teacher can correct them to fifteenth and explain them that that is why they add the ‘th’ after the number.
- ❖ The student teacher adds the summary to the information on the blackboard, which will now look like the following:

Lesson number 7 (seven)

Thursday, 15th of October 2020

Summary: Through Outer Space – introduction.
- ❖ While the students are writing this information in their notebooks, the student teacher will go around the classroom, making sure the students are copying down the sentences without any mistakes.
- ❖ The student teacher will tell the students they have two minutes left to copy down the information from the blackboard.
- ❖ When the two minutes are up the student teacher asks: “May I erase the board?” If any student says: “No”, the student teacher will ask them to copy the rest from a classmate’s notebook.
- ❖ The student teacher erases the board but leaves “Through Outer Space” and asks the students what they think they will learn based on that title.
- ❖ In order to participate the students should ask for permission to talk by raising their hands. If any student starts talking without having permission, the student teacher will ask them to be quiet and ask for permission before participating.
- ❖ After a few students have spoken (at least 5) the student teacher thanks them for trying to guess and tells them that they will now do something different.

Possible Problems/ Solutions

Even though the class already knows the student teacher and that she will be teaching them the following weeks, they may be overly excited when they first come into the classroom. If that happens, and the student teacher has a difficult time settling

them down, she will use the “Superhero pose” to calm them down. This technique was used by the cooperating teacher in class and it consists of raising our arms and standing in silence; as soon as the students see this, they repeat the movement. Once everyone has placed themselves in position, the student teacher thanks them and proceeds with the lesson.

Resources/ Materials: Blackboard, chalk, students’ notebooks, writing material.

Stage 2 (30 minutes): Introductory Quiz “Through Outer Space”.

Specific Aims

In this stage the students will complete the introductory quiz.

Procedures

- ❖ The student teacher tells the class they will answer a short quiz to show what they already know about the theme they will start learning.
- ❖ In order to assure the students, the student teacher tells them more than once that this quiz is not meant for evaluation, and since it is about things that they have not learned yet, it is alright that they do not know the answer to everything.
- ❖ The student teacher proceeds to distribute the quiz (Introductory Quiz “Through Outer Space – What do I know about space?” – Appendix 1.1 – Lesson Plan #1 materials) by going through the classroom and giving a quiz to each student.
- ❖ When all the students have their quiz, the student teacher goes through all the questions explaining them. After explaining each part of the quiz, she asks if everyone has understood. To make sure they in fact understand what is being asked, the student teacher randomly chooses a student to explain what they must do. The same method is used for the rest of the quiz.
- ❖ While the students are answering the questions, the student teacher will go around the classroom and help any student who has questions. The student teacher will pay special attention to those who need a little more support, so that they know what to do.

- ❖ After 20 minutes, the student teacher will let the class know they have five minutes left to finish the quiz and that she will start collecting them once time is up.
- ❖ After five minutes, the student teacher collects the quiz and thanks them for their work.

Possible Problems/ Solutions

Taking into special consideration the students that have some difficulties, during the resolution of the quiz the student teacher can explain to them the questions more than once and, if necessary, the students that finish earlier can help their classmates.

Resources/ Materials: 24 copies of the quiz “Through Outer Space – What do I know about space?”, writing material.

Stage 3 (20 minutes): Presenting the Solar System.

Specific Aims

At the end of this stage the students will be able to name the eight planets of the solar system, as well as write their names with no mistakes.

Procedures

- ❖ The student teacher will write the title of the next activity on the black board as such:

The Solar System
- ❖ The students must copy the title into their notebooks. The student teacher reminds them that a title is usually written in colourful ink and in the center of the page to stand out.
- ❖ While the students are writing, the student teacher distributes a picture of the Solar System (Appendix 1.1 – Lesson Plan #1 materials – handout 1 “The Solar System”) to each student. At the same time, the student teacher will also check if they are using a colourful pen to write the title; if not, the student teacher tells them they can underline the title to make it more visible.

- ❖ Once all the students have the picture of the Solar System (Appendix 1.1 – Lesson Plan #1 materials – handout 1 “The Solar System”), the student teacher tells them they should glue it below the title.
- ❖ The student teacher starts by asking the class if they know what the picture is and if they know the names of the planets.
- ❖ Given that this is the first time they are talking about this theme, the student teacher allows them to say the names of the planets in Portuguese.
- ❖ Every time a student says the name of a planet, the student teacher repeats it in English. After that, the class repeats the name of the planet in English.
- ❖ When the class has named the eight planets, the student teacher tells them that now they will learn how to write them.
- ❖ Since they have already named the planets, the student teacher tells them that she will not show them how they are written, but instead, they will try to figure it out by filling in the blanks. For that, the student teacher writes the following exercise on the blackboard:

M _ r c _ r _

V _ n _ s

E _ r _ h

M _ r _

J _ p _ _ e _

S _ t _ r n

_ r a _ _ s

N _ p t _ n _

- ❖ The student teacher tells the class they should copy the exercise in pen and then complete it with their pencils, so that they can correct the names.
- ❖ After a couple minutes, the student teacher asks for a volunteer to complete the first planet on the board. After the student writes the name of the planet, the teacher asks the classroom if they agree or if they would change it.
- ❖ If the students do not know one of the planets, the student teacher helps them.
- ❖ Once all the planets are completed, the student teacher asks each student to say a name of a planet. The first student says a planet and the next student should say the next one. This will go on until every student has read one planet.
- ❖ Afterwards, the student teacher will ask a student randomly to read a planet, by pointing to the name of the planet on the blackboard.
- ❖ After all the students have read, the class ends, and the student teacher wishes everyone a good weekend. If the students are not familiarized with this, the student teacher will explain that it means “Bom fim-de-semana” and they can repeat with her “Have a good weekend”.

Possible Problems/ Solutions

In this stage the students have to glue the “The Solar System” handout in their notebooks. Even though they usually have glue, if there is a student who does not have it, they can borrow it from a classmate. However, due to the contingency plan, the student who needs the glue must disinfect his/her hands before using it and the glue stick before returning it to his/her classmate.

Resources/ Materials: Blackboard, chalk, 24 copies of the Solar System, students’ notebooks, writing material, glue.

Appendix 1.1 – Lesson Plan #1 materials

Introductory Quiz “Through Outer Space – What do I know about space?”



Part 1. True or False. (Verdadeiro ou Falso.)

There are 5 planets in our solar system. (Há 5 planetas no nosso sistema solar.)	True	False
The sun is a planet. (O sol é um planeta.)	True	False
The moon always looks the same in the sky. (A lua tem sempre a mesma forma no céu.)	True	False
Our galaxy is the Milky Way. (A nossa galáxia é a Via Láctea.)	True	False

Part 2. Complete the sentences. (Completa as frases.)

One thing I already know about space: (Uma coisa que já sei sobre o Espaço.)

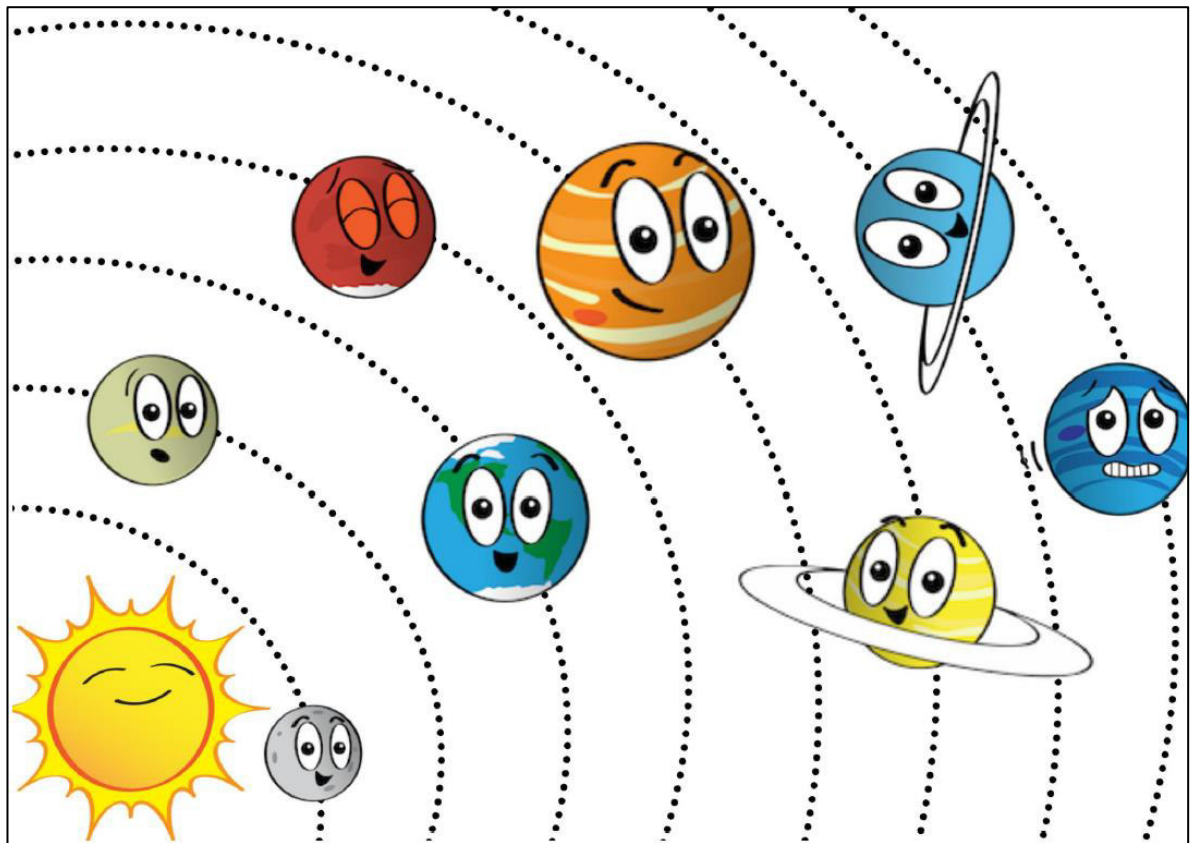
One thing I want to know about space: (Uma coisa que quero aprender sobre o Espaço).

Thank you 😊!
Jacinta Almeida

Source of the quiz: student teacher created.

Source of the heading picture: pt.pngtree.com/

Handout 1 “The Solar System”



Source: student teacher created.

Source of the sun and planets' pictures: spaceplace.nasa.gov/menu/solar-system/

Appendix 2 – Lesson Plan #2



Agrupamento de Escolas de Alvalade

Escola Básica S. João de Brito

School Year 2020/2021

Lesson 2

Duration: 60 minutes

Class: 4ºB – 4th grade (A1 Level)

Date: 15th of October 2020

Didactic Unit: Outer Space

Topic: The Solar System

Lesson Rationale

In the previous lesson the students were introduced to the theme they will be learning. They answered a short quiz about Outer Space, so that the student teacher could know their level of understanding of the theme about to be explored. The quiz showed that most of the students already know some of the general facts about the theme, therefore, the following lessons will be dedicated to enhancing that knowledge.

In this lesson the students will take a further look into the Solar System. Firstly, they will talk about the sun and its characteristics, and secondly, they will gather information about the planets in the solar system, in order to have several characteristics about each planet that will help distinguish them. As referred before, this content was chosen taking into consideration the topic “Celestial Bodies” (n.a., 2018, p. 118, my translation³³) from the 4th grade *Estudo do Meio* curriculum.

The lesson is divided into four stages. The first stage, similarly to what happened in the previous lesson, is an introductory stage, in which the student teacher welcomes the students into the classroom and follows the initial ritual of the English class: writing the lesson number, date and summary on the blackboard so the students can copy it down to their notebooks. The second stage of the lesson consists in the presentation of flashcards of the sun and the planets in the solar system. This presentation is intended to explore the students’ knowledge of the theme even further, challenging them to create small texts that characterize each element of the solar system. The third stage is a consolidation listening exercise presented as a “guessing game”, and the fourth stage is the homework assignment that will make the students visit the official NASA website to look for more information about space.

³³ “Os astros” (n.a., 2018, p.118).

Background information

(See lesson plan number 1).

Overall aims:

By the end of the lesson students will be able to:

- ❖ talk about the solar system;
- ❖ name at least two characteristics that distinguish each planet of the solar system;
- ❖ acquire the new vocabulary words typical from *Estudo do Meio*: shining gas, rusty iron, rocks, orbit, and methane.

Development of the Lesson

Stage 1 (5 minutes): Welcoming the students and presenting the day's activities

Specific aims

By the end of this stage students will have entered the classroom orderly, settled down, opened their English notebooks, and copied the lesson number, date, and summary from the blackboard.

Procedures

- ❖ The student teacher welcomes the students into the classroom by waiting for them outside the classroom and saying good morning when the main teacher walks them into the classroom.
- ❖ The student teacher tells them they should sit, calm down and get their English notebooks, so the class can begin.
- ❖ Once the students get their notebooks, the student teacher asks them the number of the lesson, day of the week and date. She writes the information on the blackboard and randomly asks one student to spell the day of the week.
- ❖ The blackboard will look as such:

Lesson number 8 (eight)
Monday, 19th of October 2020
Summary: The Solar System.

- ❖ While the students are writing this information in their notebooks, the student teacher will go around the classroom, making sure the students are copying down the sentences without any mistakes.
- ❖ The student teacher will tell the students they have two minutes left to copy down the information from the blackboard.
- ❖ When the two minutes are up the student teacher asks: “May I erase the board?”. If any student says: “No.” the student teacher will ask them to copy the rest from a classmate’s notebook.

Possible Problems/ Solutions

Even though this routine should already be normal for students, they may have some difficulties adjusting to all this, given that they had online classes for the last months of the previous school year. By establishing this routine, the student teacher is attempting to get the students to settle down and adjust to the classroom environment, so they are more productive and their attention span extends throughout the lesson.

Resources/ Materials: Blackboard, chalk, students’ notebooks, writing material.

Stage 2 (30 minutes): The Solar System, the Sun, and the planets

Specific aims

By the end of this stage the students will have associated at least two characteristics to each element of the solar system. The students will have two sentences characterizing each planet in their notebooks.

Procedures

- ❖ The student teacher starts by writing on the board the title “The Solar System” followed by the incomplete sentence “The Solar System is a set that has got ...”
- ❖ The student teacher asks a student to read out loud and then explain the sentence. If needed, s/he can translate it.
- ❖ The student teacher may help the student reading, but the sentence is simple and it has vocabulary the class is familiar with, so there should be no difficulties.

- ❖ Afterwards, the students can participate and contribute to complete the description of the solar system. The student teacher will guide them to have at least four different elements (e.g. star, planets, moons, asteroids)³⁴.
- ❖ Once the sentence is completed the students can copy it down into their notebooks.
- ❖ The student teacher then shows them a flashcard (Appendix 2.1 – Lesson Plan #2 materials – Flashcards of the sun and the planets in the Solar System) of the sun and secures it to the blackboard with blu-tack.
- ❖ The student teacher asks the students to participate orderly and to tell her everything they may know about the sun.
- ❖ Even if the students do not know how to say everything in English, the student teacher will help them by translating any unknown vocabulary, such as “os planetas orbitam à volta do sol” – “All the planets orbit around the sun”.
- ❖ The class must create at least two sentences characterizing the sun. These sentences will be written on the blackboard by the students who suggest them. Every student will then copy down the sentences into their notebooks, in order to keep a record of all the important information.
- ❖ The information on the blackboard should be organized as such:

[Flashcard – Sun]

The Sun is a star.

A star is a ball of shining gas.

All the planets orbit around the sun.³⁵

- ❖ The same method is used for the presentation of the planets; however, the student teacher presents the first planet using a specific structure the students must mimic for the remaining planets.
- ❖ The student teacher secures the flashcard (Appendix 2.1 – Lesson Plan #2 materials – Flashcards of the sun and the planets in the Solar System) of the 1st planet in the solar system (Mercury) next to the one of the Sun, and writes the following sentence:

[Flashcard – Mercury]

³⁴ Note: The result of this exercise with the students’ suggestions and the guidance of the student teacher was the following sentence: “The Solar System is a set that has got a star, planets, moons, asteroids, and comets.”

³⁵ Note: The sentences presented here were the ones suggested by the students and adapted by the student teacher at the time of teaching.

Mercury is the 1st (first) planet from the sun.

- ❖ The students then complete the characterization of the planet, by suggesting different characteristics that they already know about Mercury.
- ❖ Mercury's description is done as such:

[Flashcard – Mercury]

Mercury is the 1st (first) planet from the sun.

It is the smallest planet in the solar system.³⁶

- ❖ The same method is used for the other planets. The student teacher secures the flashcards on the blackboard and the students participate by going to the blackboard and writing sentences about each planet.
- ❖ The ordinal numbers will be highlighted (with colour chalk) by the student teacher, since the students have only had contact with them when writing the date.
- ❖ When the students are not sure about how to spell the ordinal number, the student teacher will help them by spelling the number out to the student that is writing the sentence on the blackboard.
- ❖ Similarly, the student teacher will guide the students to talk about the size of the planets so that she can introduce the adjectives in the superlative (e.g. the biggest, the smallest). For that, the student teacher will use the flashcards to show how some planets are bigger than others, namely the smallest planet (Mercury) and the biggest one (Jupiter).
- ❖ After each planet characterization, the class has to copy the information into their notebooks (in order to reuse the blackboard's space).
- ❖ While the students are writing, the student teacher reads the sentences aloud for them to make a parallel with what they are writing.
- ❖ After that, the class says the sentences as a group, and then the student teacher will ask a random student to reread the sentences. The same is done for every planet.
- ❖ The result of the planets' characterization should look like the following:

[Flashcard – Venus]

Venus is the 2nd (second) planet from the sun.

It is the hottest planet in our solar system.

³⁶ Note: This sentence was the one suggested by the students and adapted by the student teacher at the time of teaching.

[Flashcard – Earth]

The Earth is the 3rd (third) planet from the sun.

The Earth is our planet!

It has got one moon.

[Flashcard – Mars]

Mars is the 4th (fourth) planet from the sun.

It is called “The Red Planet” because of the rusty iron in the ground.

[Flashcard – Jupiter]

Jupiter is the 5th (fifth) planet from the sun.

It is the biggest planet in our solar system, and it has got many storms.

[Flashcard – Saturn]

Saturn is the 6th (sixth) planet from the sun.

It has got the most beautiful rings, made of rocks and ice.

Saturn has got 53 moons.

[Flashcard – Uranus]

Uranus is the 7th (seventh) planet from the sun.

It is made of water and methane. That is what makes Uranus blue.

[Flashcard – Neptune]

Neptune is the 8th (eighth) planet from the sun.

It is dark, cold, and windy because it is so far away from the sun.³⁷

❖ Once this activity is finished, the class proceeds to the next activity.

Possible Problems/ Solutions

There may be some students who know more about the planets than others, which may result in an unbalanced participation throughout the activity, since the student who suggests the characteristic will go write it on the board. If this is the case, the student teacher will ask those who know more information about the planets, if they can share it with a classmate who has not yet participated, so that everyone has a chance.

³⁷ Note: as referred before, the sentences that characterize the planets are the result of the students’ suggestions, with the guidance of the student teacher. In cases when the students did not know any information, the student teacher had some backup notes to complete the planets’ characterization. This was the case of Uranus and Neptune, as well as the exact number of moons in Saturn.

Resources/ Materials: Flashcards (Appendix 2.1 – Lesson Plan #2 materials – Flashcards of the sun and the planets in the Solar System), blu-tack, blackboard, chalk, students’ notebooks, writing material.

Stage 3 (15 minutes): Guessing game “What planet is it?”

Specific aims

The students will guess at least 3 of the 5 planets described orally by the teacher, and they will write them in their notebooks with no mistakes.

Procedures

- ❖ As an activity warmer, the student teacher writes on the blackboard the title: “What planet is it?” as well as the word “neighbour”, and the expression “who am I?”
- ❖ The student teacher explains that they are going to play a guessing game, in which she will say a few things about a planet, and they have to guess which planet she is talking about.
- ❖ Then, the student teacher asks if anyone knows what the word “neighbour” means. After at least two different students have participated, if the class still does not know the word, the student teacher will tell them it means “vizinho” and she will write it on the board. She will also warn them that the word is present in the game, therefore, they must pay attention to it.
- ❖ The student teacher then asks who knows the meaning of “Who am I?”. Similarly to the previous step, the student teacher will allow for at least two students to participate. If they do not know the meaning, the student teacher will write on the board “Quem sou eu?”
- ❖ After these initial issues are solved, the student teacher will begin the game. She lets the students know that they should number their planets (1-5) as she is talking about them.
- ❖ The student teacher will calmly read the information about the planets twice, as she walks through the classroom to ensure that every student is paying attention and understanding what is being said.
- ❖ The texts to be read by the student teacher are the following:
 1. Hello! I am a planet in the Solar System. My neighbours are Jupiter and Uranus, and they love my rings. Who am I?

[Saturn]

2. My friends call the Red Planet because of my rusty iron ground.
You know, red might be my favourite colour! Who am I?

[Mars]

3. Hello everyone! Here where I am, it is very dark and cold because
the sun is so far away! Who am I?

[Neptune]

4. Hello friends! I am the 3rd planet from the sun, and I am very special
because there are many tiny people living here! Do you know who
I am?

[Earth]

5. Hello! I am the smallest planet in our solar system, but I am also
very close to the sun, and that is fun! Who am I?

[Mercury]

- ❖ After each text has been read twice, students can ask to participate and go write their answers on the blackboard.
- ❖ To make it easier, the student teacher will write the following on the blackboard:

Planet 1: _____

Planet 2: _____

Planet 3: _____

Planet 4: _____

Planet 5: _____

- ❖ Once the first student writes the first answer, the student teacher asks the rest of the class if they agree. If they do not agree, one or two students will have to explain why, going back to the description of the planets if necessary.
- ❖ If the answer is correct, another student can go to the blackboard and write the second answer.
- ❖ The same procedures are used for the five planets.
- ❖ Once the correction is finished, the student teacher continues the class.

Possible Problems/ Solutions

Since this exercise uses material that was just taught, the students may have trouble remembering all the planets' characteristics. Therefore, if the student teacher

believes the students are having trouble answering, she will allow them to go back and reread their information about the planets, so they can guess every planet.

Resources/ Materials: Blackboard, chalk, students' notebooks, writing material, listening exercise (guessing game – teacher created)

Stage 4 (5 minutes): Homework Assignment

Specific aims

At the end of this stage, every student will have written the homework assignment in their notebooks.

Procedures

- ❖ The student teacher tells the student that she is now going to tell them what they have to do as homework and that it will be a challenging task for them, and she wants to know how many will be able to complete the challenge.

- ❖ The student teacher writes on the blackboard:

Homework challenge

Go to spaceplace.nasa.gov and find out:

How does the sun shine?

- ❖ The students have to copy down this information into their notebooks.
- ❖ In order to make sure every student is indeed copying the information, the student teacher will walk around the classroom, looking at the students' notebooks.
- ❖ Once the students have copied down the homework assignment, the student teacher asks for a volunteer to explain what the challenge is.
- ❖ After the student explains it, the student teacher randomly asks another student to explain it again.
- ❖ After that, the student teacher asks two different students two questions so to make sure everyone understood. The questions are: "Where are you going to look for the information?" (to which the answer should be: "the website", "the computer and then the internet" or "in the spaceplace.nasa.gov website") and "What do you have to find out?" (to which the answer should be: "How does the sun shine").

- ❖ Once all possible questions and doubts are clarified, the student teacher finishes the class by wishing the students a good week.

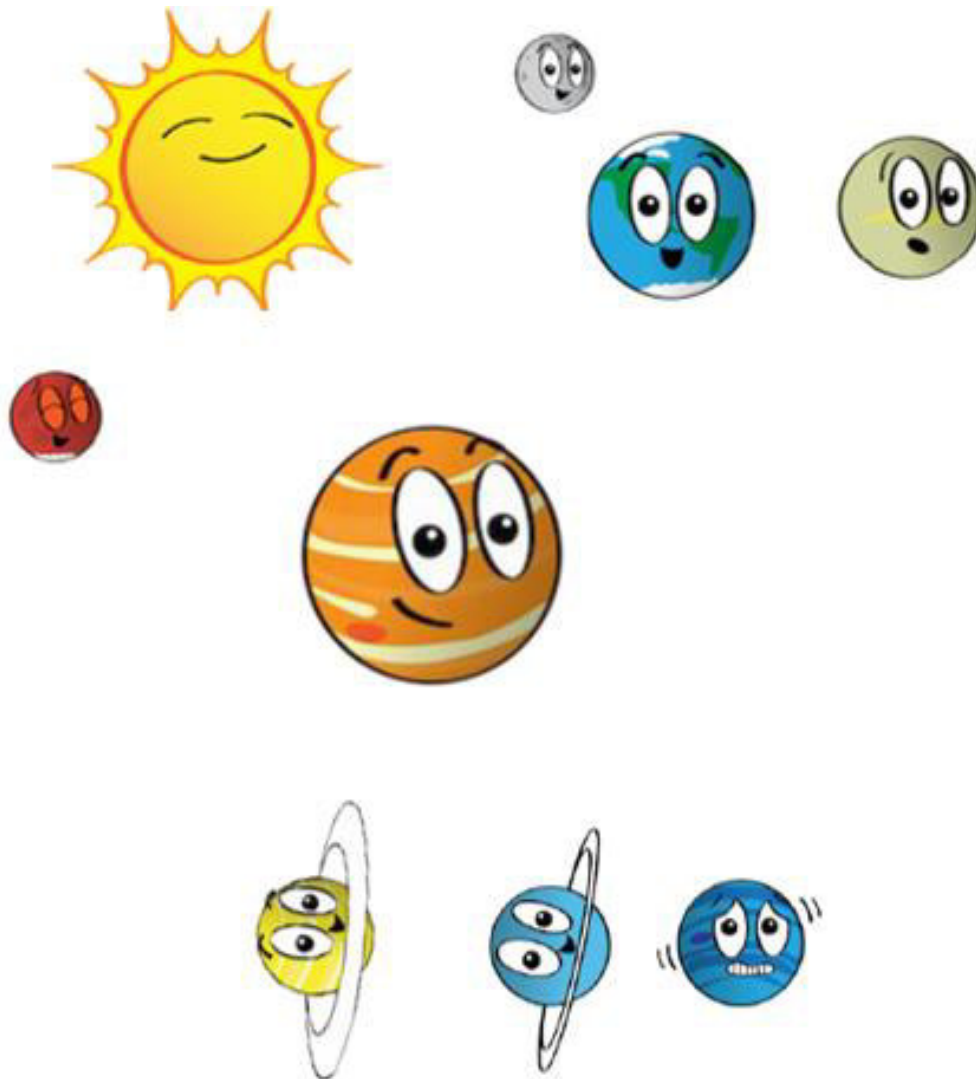
Possible Problems/ Solutions

The students may not be sure how to look for the information online; therefore, the student teacher mentions they should ask their older siblings or a parent for help. If the students show some discomfort in going to look for the information online, the student teacher can suggest they ask someone in their family instead.

Resources/ Materials: Blackboard, chalk, students' notebooks, writing material.

Appendix 2.1 – Lesson Plan #2 materials

Flashcards of the sun and the planets in the Solar System



Source of the flashcards: student teacher created.

Source of the pictures: spaceplace.nasa.gov/menu/solar-system/

Note: each one of the flashcards was printed in A5 size.

Appendix 3 – Lesson Plan #3



Agrupamento de Escolas de Alvalade

Escola Básica S. João de Brito

School Year 2020/2021

Lesson 3

Duration: 60 minutes

Class: 4ºB – 4th grade (A1 Level)

Date: 22nd of October 2020

Didactic Unit: Outer Space

Topic: The Solar System

Lesson Rationale

In the previous class the students had the opportunity to explore their knowledge of the solar system and enhance their English vocabulary by creating short descriptions for the sun and for each planet in the solar system. Given that there was not enough time to let the students use their knowledge in a practical exercise, this lesson will be entirely dedicated to that.

Taking this into consideration, the lesson is divided into four stages. The first one is, as always, an introductory stage, in which the student teacher welcomes the students into the classroom, and they write the lesson number, date and summary. For the first time, this stage will also include a new routine in which the student teacher writes a few sentences the students should use throughout the lesson, instead of speaking in Portuguese (e.g. “May I go to the bathroom?”, “Teacher, can you help me?”, “How do you say ... in English?”, and “What does ... mean?”). The introduction of these sentences is to encourage the students to use more English, since they are very used to speaking in Portuguese. Following this, the second stage is dedicated to the students sharing what they found out in the Homework challenge; even though this is not exactly an exercise to be corrected, the student teacher will make sure the students have the right information in their notebooks – this homework was an opportunity to explore the students’ research abilities and information treatment. The third stage of the lesson compiles three different exercises that, even though they focus on the same content (the planets and their characteristics), are very different, allowing the students to consolidate their knowledge. These exercises develop some of the skills described in the *Metas Curriculares de Inglês Ensino Básico: 1.º, 2.º e 3.º Ciclos* (Bravo *et al.*, 2015), such as “recognizing simple vocabulary related to the themes explored” (*ibid.*,

p.4, my translation³⁸), “understanding sentences from the themes explored” (*ibidem*, my translation³⁹), and “understanding given instructions to complete small tasks” (*ibidem*, my translation⁴⁰). The fourth and last stage of the lesson is a homework assignment in which the students have to do research for some information on their own. By doing this, the student teacher is trying to stimulate their curiosity and keep them interested in the theme they will be learning about in the following lesson.

Background Information

(See lesson plan number 1)

Overall Aims:

By the end of this lesson students will be able to:

- ❖ talk about the sun and the way it shines;
- ❖ talk about the solar system and the different planets’ characteristics;
- ❖ revise and practice the vocabulary learned in the previous class in different exercises.

Development of the Lesson

Stage 1 (5 minutes): Welcoming the students and presenting the day’s activities

Specific aims

By the end of this stage students will have entered the classroom orderly, settled down, opened their English notebooks, and copied the lesson number, date, and summary from the blackboard. The students will have their homework ready to read out loud to the class.

³⁸ “Reconhecer vocabulário simples referente aos temas estudados.” (Bravo *et al.*, 2015, p.4).

³⁹ “Compreender frases sobre os temas estudados.” (Bravo *et al.*, 2015, p.4).

⁴⁰ “Compreender instruções dadas diretamente para completar pequenas tarefas.” (Bravo *et al.*, 2015, p.4).

Procedures

- ❖ As has happened in the previous classes, the student teacher welcomes the students into the classroom, by waiting for them outside and saying good morning when the main teacher brings them to the classroom.
- ❖ The student teacher tells them they should sit, calm down and get their English notebooks, so the lesson can begin.
- ❖ The student teacher follows the initial routine of writing the lesson number, date, and summary on the blackboard. She writes the information on the blackboard and randomly asks one student to spell the day of the week. Since it is an ordinal number, in this case, 22nd, the student teacher has the whole class repeating the number out loud.
- ❖ The blackboard will look as such:

Lesson number 9 (nine)

Thursday, 22nd of October 2020

Summary: Homework Correction.

The Solar System – exercises.
- ❖ While the students are writing this information in their notebooks, the student teacher will go around the classroom, making sure the students are working, and following the usual instructions “Write with a pen.”; “Do not waste pages.”.
- ❖ After realizing students have some difficulties speaking in English when asking questions during the lessons, the student teacher decides to implement a new routine, in which she writes a few essential sentences on the blackboard for them to get used to applying them throughout the lessons. These sentences will be written on the right top hand corner of the blackboard and they will stay there throughout the whole lesson. The sentences are:
 - “May I go to the bathroom?”
 - “Teacher, can you help me?”
 - “How do you say ... in English?”
 - “What does ... mean?”
- ❖ Once the sentences are written, the student teacher asks the class if they know the meaning of each one. If they do not, she will help them remember. From now on, whenever a student asks her one of those questions in Portuguese, she

will simply point to the sentence, letting him/her know that they should rephrase their participation.

- ❖ The student teacher will announce when they have only two minutes left to copy the things from the blackboard. When the two minutes are up the student teacher asks: “May I erase the board?”. If any student says: “No.” the student teacher will ask them to copy the rest from a classmate’s notebook.

Possible Problems/ Solutions

Given that the students had a homework challenge to present, they may be eager to say what they have found out. If that happens, the student teacher will assure them that as soon as they finish copying down the summary, they can talk about what they found.

Resources/ Materials: Blackboard, chalk, students’ notebooks, writing material.

Stage 2 (10 minutes): What did you find out? – homework correction

Specific aims

By the end of this stage at least six students will have presented what they found about the sun in the spaceplace.nasa.gov website. If there is time, more students can present their homework.

Procedures

- ❖ As a warmer, the student teacher writes on the blackboard:
How does the sun shine?
- ❖ The student teacher asks the class: “Those who did the homework, raise your hands”, so to have an informal record of those who did the homework.
- ❖ Then, the student teacher starts asking what they found out. Those who want to participate should raise their hands.
- ❖ Before the first student starts reading out loud what s/he wrote, the student teacher tells the rest of the class to pay attention so they can compare what is being said to what they wrote.
- ❖ After the student finishes reading, the student teacher asks if anyone has different answers.

- ❖ While the students read, the student teacher will help them with some of the more difficult words (e.g. hydrogen, helium, onwards, and outwards).
- ❖ After at least another five students have participated, the student teacher continues the lesson.

Possible Problems/ Solutions

Given that there is not enough time for everyone to read their homework, the student teacher will walk around the classroom looking at what they wrote, in order to assure them that it is correct.

Resources/ Materials: Blackboard, chalk, students' notebooks, students' homework, writing material.

Stage 3 (40 minutes): Consolidation exercises about the Solar System

Specific aims

The students will solve three different exercises. In the first one they will have to correctly match at least three of the four options. In the second exercise they will have to correctly guess at least three of the five planets. Lastly, in the third one they will have to know at least three of the five options; furthermore, the students will have to discuss among them how they can possibly transform the false sentences into true ones.

Procedures

- ❖ The student teacher starts by asking the students a couple questions about what they learned in the previous lesson, in order to lead the students to the exercises that will be presented. The questions are:
 - How many planets are there in the solar system? (There are 8 planets in the solar system.)
 - Which of the planets is the coldest? (Neptune is the coldest planet.)
- ❖ The student teacher asks for volunteers to answer the first question. After s/he answers, the student teacher asks the rest of the class if they agree with the answer. If everyone agrees and the answer is correct, the student teacher asks the second question to another student. If someone does not agree, the student

teacher asks them to explain why they do not agree. After that she asks the second question.

- ❖ Once the students are focused, the student teacher announces they will be doing several exercises to see whether they understood what was taught in the previous lesson.
- ❖ For that, the student teacher reminds the class that whatever she writes on the blackboard, they must copy using a pen, but the resolution of exercises should be done in pencil, so they can correct it.
- ❖ The student teacher writes the first exercise on the blackboard as such:

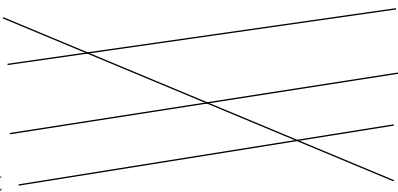
1. Match the planets (Liga).

The hottest planet	Neptune
The coldest planet	Jupiter
The biggest planet	Mercury
The smallest planet	Venus

- ❖ This exercise should be solved within 10 minutes.
- ❖ While the students are copying and solving the exercise, the student teacher walks around the classroom, checking their work and answering possible questions.
- ❖ Once most of the students have completed at least half the exercise, the student teacher asks for a volunteer to go match the first planet to its characteristic.
- ❖ After the student has written his/her answer on the blackboard, the student teacher asks the class if they agree. If everyone agrees and the answer is correct, the student teacher asks a random student to form a sentence with the matched planet (e.g. Venus is the hottest planet in the solar system).
- ❖ Once the student says the sentence, the rest of the class repeats it together.
- ❖ The remaining of the exercise is solved following the same method. At the end the exercise on the blackboard should look as such:

1. Match the planets (Liga).

The hottest planet	Neptune
The coldest planet	Jupiter
The biggest planet	Mercury
The smallest planet	Venus



- ❖ The sentences formed should be the following:
 - Venus is the hottest planet in the solar system.

- Neptune is the coldest planet in the solar system.
- Jupiter is the biggest planet in the solar system.
- Mercury is the smallest planet in the solar system.
- ❖ The student teacher then tells two students to ask one another which planet is the coldest. The dialogue should go as such:
 - Student A: Which planet in the solar system is the coldest?
 - Student B: Neptune is the coldest planet in the solar system.
- ❖ If needed, the student teacher will help the students, but it should be easy.
- ❖ After that, the second exercise will be presented. The student teacher tells the class that it is a guessing game⁴¹ in which the student teacher will say a few things about a planet and they must guess which planet she is talking about.
- ❖ The student teacher writes on the blackboard the exercise as such:

2. Guess the planet (adivinha)!
- ❖ After, the student teacher writes on the right side of the blackboard the word “neighbour” and the expression “who am I?”.
- ❖ Then, the student teacher asks if anyone knows what the word “neighbour” means. After at least two different students have participated, if the class shows they do not know the word, the student teacher will tell them it means “vizinho” and she will write it on the board, alerting them that the word is present in the game, therefore, they must pay attention to it.
- ❖ The student teacher then asks who knows the meaning of “Who am I?” Similarly, to the previous step, the student teacher will allow for at least two students to participate. If they do not know the meaning, the student teacher will write on the board “Quem sou eu?”
- ❖ After these initial issues are solved, the student teacher will begin the exercise. She lets the students know they should identify their planets (a-e) as she is talking about them.
- ❖ The student teacher will calmly read the information about the planets twice as she walks through the classroom, as so to ensure that every student is paying attention and understanding what is being said. This exercise should not take longer than 15 minutes.

⁴¹ Note: this exercise appears repeated from the previous lesson plan. However, it was not possible to be done in the previous lesson. For more information on this, check the lesson critical analysis in Chapter 3.

- ❖ The texts to be read by the student teacher are the following:
 - (a) Hello! I am a planet in the Solar System. My neighbours are Jupiter and Uranus, and they love my rings. Who am I?
[Saturn]
 - (b) My friends call the Red Planet because of my rusty iron ground. You know, red might be my favourite colour! Who am I?
[Mars]
 - (c) Hello everyone! Here where I am, it is very dark and cold because the sun is so far away! Who am I?
[Neptune]
 - (d) Hello friends! I am the 3rd planet from the sun, and I am very special because there are many tiny people living here! Do you know who I am?
[Earth]
 - (e) Hello! I am the smallest planet in our solar system, but I am also very close to the sun, and that is fun! Who am I?
[Mercury]
- ❖ After each text has been read twice, students can ask to participate and write their answers on the blackboard.
- ❖ To make it easier, the student teacher will write the following on the blackboard:
 - Planet (a): _____
 - Planet (b): _____
 - Planet (c): _____
 - Planet (d): _____
 - Planet (e): _____
- ❖ Once the first student writes the first answer, the student teacher asks the rest of the class if they agree. If they do not agree, one or two students will have to explain why, going back to the description of the planets, if necessary.
- ❖ If the answer is correct, another student can go to the blackboard and write the second answer.
- ❖ The same procedures are used for the five planets.
- ❖ Once the correction is finished, the student teacher begins the following exercise.

- ❖ The third exercise is a true or false exercise; however, the student teacher will introduce a new challenge, in which the students have to transform the false sentences into true ones.
- ❖ The student teacher writes the exercise on the blackboard as such:
 - 3. True or False.
 - (a) Neptune is very close to the sun.
(False)
 - (b) The Earth has got one moon.
(True)
 - (c) Mercury is called the Red Planet.
(False)
 - (d) Uranus is the 5th (fifth) planet from the sun.
(False)
 - (e) The planets orbit around the sun.
(True)
- ❖ This exercise should not take longer than 15 minutes.
- ❖ While the students are answering, the student teacher will walk around the classroom answering any questions and making sure the students are working.
- ❖ For those who usually finish exercises earlier, the student teacher will indicate they should try to transform the false sentences into true ones in their notebooks; however, she assures them they will do that as a group, so to be easier.
- ❖ Once most of the students has completed at least four of the five questions, the student teacher asks for a volunteer to go write on the board whether the first sentence is true or false.
- ❖ After the student answers, the student teacher asks the class if they agree. If everyone agrees and the answer is correct, another student is called to go answer the second one. If anyone does not agree, s/he has to explain why, and s/he can go correct the answer if they are right. The whole exercise is corrected following this method.
- ❖ At the end, the student teacher asks a volunteer to transform the first false sentence into a true one. It can be corrected in one of two different ways:
 - Neptune is very far away from the sun.
 - Mercury is very close to the sun.

- ❖ Once the first false sentence is transformed, the other false sentences follow the same process. They can be corrected as such:
 - Mars is called the Red Planet.
 - Jupiter is the 5th (fifth) planet from the Sun. / Uranus is the 7th (seventh) planet from the sun.

Possible Problems/ Solutions

There are different working rhythms in the classroom. Whenever there are students finishing an exercise earlier, the student teacher will indicate that they should read their sentences and ask her how certain words are pronounced if they do not know.

Whenever the students are not sure of the answers to the questions, they may go back to their notebooks and check their notes from the previous lesson, where all the information needed for these exercises is.

Resources/ Materials: Blackboard, chalk, students' notebooks, writing material, several exercises (student teacher created).

Stage 4 (5 minutes): Homework Assignment

Specific aims

By the end of this stage, every student will have written in their notebooks the indications for the Homework assignment.

Procedures

- ❖ The student teacher erases the board and writes:
Homework challenge:
Go to spaceplace.nasa.gov and find out:
How does the moon shine?
- ❖ The students have to copy down this information into their notebooks.
- ❖ In order to make sure everyone is indeed copying the information, the student teacher will walk around the classroom, looking at their notebooks.
- ❖ Once everyone has copied down the homework assignment, the student teacher asks for a volunteer to explain what the challenge is.
- ❖ After the student explains it, the student teacher asks another random classmate to explain again.

- ❖ After that, the student teacher directs two questions at two different students so to make sure everyone understood. The questions are: “Where are you going to look for the information?” (to which the answer should be “the website”, “the computer and then the internet” or “in the spaceplace.nasa.gov website”) and “What do you have to find out?” (to which the answer should be “How does the moon shine”).
- ❖ Once all possible questions and doubts are clarified, the student teacher finishes the class, by wishing the students a good weekend.

Possible Problems/ Solutions

The students may start showing signs of tiredness, given that this class is extremely productive and relies on their participation and willingness to work. If that happens, the student teacher can choose to skip homework and let them relax for the remaining five minutes of the lesson. It is not essential that the students find out how the moon shines, because the student teacher can include that in the presentation of the moon’s characteristics in the following lesson.

Resources/ Materials: Blackboard, chalk, students’ notebooks, writing material.

Appendix 4 – Lesson Plan #4



Agrupamento de Escolas de Alvalade

Escola Básica S. João de Brito

School Year 2020/2021

Lesson 4

Duration: 60 minutes

Class: 4ºB – 4th grade (A1 Level)

Date: 26th of October 2020

Didactic Unit: Outer Space

Topic: The moon

Lesson Rationale

In the previous lesson the students had the opportunity to consolidate the new vocabulary and content learned about the solar system, the sun, and the planets. This lesson will be dedicated to a small revision of the ordinal numbers (that were introduced with the positions of the planets in the solar system) and to the introduction of a new topic – the moon and its phases.

The lesson is divided into five stages. The first one is the same as in the last three lessons: the student teacher welcomes the students into the classroom and together they start preparing the lesson by writing the lesson number, date, and summary. The second stage is a revision exercise of the ordinal numbers that allows the students to work on their biggest flaw – writing. The third and fourth stages are dedicated to presenting the new topic, the moon. In the third stage, the students will share what they found out about how the moon shined, and in the fourth stage they will learn the names of the moon phases, both in English and in Portuguese. The last stage of the lesson is the homework assignment.

Background information

(See lesson plan number 1)

Overall aims

By the end of this lesson, students will be able to:

- ❖ use and write the ordinal numbers correctly;
- ❖ talk about the moon, its characteristics, and its phases.

Development of the Lesson

Stage 1 (5 minutes): Welcoming the students and present the day's activities

Specific Aims

By the end of this stage students will have entered the classroom orderly, settled down, opened their English notebooks, and copied the lesson number, date, and summary from the blackboard. The students will have their homework ready to read out loud to the class.

Procedures

- ❖ As it has happened in the previous classes, the student teacher welcomes the students into the classroom, by waiting for them outside and saying “good morning” when the main teacher brings them to the classroom.
- ❖ The student teacher tells them they should sit, calm down and get their English notebooks, so the lesson can begin.
- ❖ The student teacher follows the initial routine of writing the lesson number, date, and summary on the blackboard. She writes the information on the blackboard and randomly asks one student to spell the day of the week and the day of the month. Since it is an ordinal number, in this case, 26th, the student teacher has the whole class repeating the number out loud.

- ❖ In the blackboard, the following will be written:

Lesson number 10 (ten)

Monday, 26th of October 2020

Summary: Ordinal numbers - revisions.

Homework correction.

The moon.

- ❖ While the students are writing in their notebooks, the student teacher will go around the classroom, making sure the students are working, and following the usual instructions “Write with a pen.”; “Do not waste pages.”.
- ❖ Just like in the previous lesson, the student teacher writes a few essential sentences on the blackboard, so the students get used to using them throughout the lessons. These sentences will be written on the right top hand corner of the blackboard and they will stay there throughout the whole lesson. The sentences are:

- “May I go to the bathroom?”
 - “Teacher, can you help me?”
 - “How do you say ... in English?”
 - “What does ... mean?”
- ❖ From now on whenever a student asks her one of those questions in Portuguese, she will simply point to the sentences, letting him/her know that they should rephrase their participation.
 - ❖ The student teacher will announce when they have only two minutes left to copy the things from the blackboard. When the two minutes are up the student teacher asks: “May I erase the board?”. If any student says: “No.” the student teacher will ask them to copy the rest from a classmate’s notebook.

Possible problems/ Solutions

Similarly to what happened in the previous lesson, the students had a homework assignment, therefore, they may be excited to share what they found out, however, the lesson is designed in order for them to only need that information in the second part of the classroom. The student teacher will assure them that they will be able to share their discoveries, but they need to be patient.

Resources/ Materials: Blackboard, chalk, students’ notebooks, writing material.

Stage 2 (10 minutes): Ordinal Numbers revision

Specific aims

At the end of this stage the students will be able to associate the ordinal numbers together with the planets, without any mistakes.

Procedures

- ❖ The student teacher tells the class they will need to remember the planets and their positions in the solar system for the exercise they will be doing, therefore, while she is writing the exercise on the board, they should go back to their notes and check the information, so they know how to complete the table without looking at their notes again.
- ❖ While the students are looking at their notes, the student teacher prepares the exercise, by writing the following table on the blackboard:

1. Complete the table.

Sixth		Saturn
	1 st	
Fourth		
		Earth
	5 th	
Eighth		
	2 nd	
		Uranus

- ❖ Once the exercise is ready, the students should copy the exercise using a pen and they should start completing it with a pencil.
- ❖ The student teacher walks around the classroom, helping the students when necessary. When she sees that most of them have completed half of the table, she asks for volunteers to go answer on the board.
- ❖ Once the first row is completed (Sixth – 6th – Saturn), the whole class should read the ordinal number out loud.
- ❖ After the student has answered the first one, the student teacher asks the class if they agree with what s/he wrote. If they do, another student can volunteer to go answer the second row; if they do not agree, they have to say why, and if they are right, they can go correct what is wrong on the blackboard.
- ❖ The whole exercise is corrected this way. At the end, the table should look as such:

Sixth	6 th	Saturn
First	1 st	Mercury
Fourth	4 th	Mars
Third	3 rd	Earth
Fifth	5 th	Jupiter
Eighth	8 th	Neptune
Second	2 nd	Venus
Seventh	7 th	Uranus

Possible problems/ solutions

The group's biggest challenge is writing, therefore, there is a big chance that they still show some difficulties writing the ordinal numbers, even though they usually know how to pronounce them. If that happens, the student teacher can help them by spelling the ordinal numbers they do not know how to write.

Resources/ Materials: Blackboard, chalk, students' notebooks, writing material, exercise (student teacher created).

Stage 3 (20 minutes): The Moon (the homework correction will be inserted in this stage)

Specific Aims

Once the stage is completed, the class will be able to name at least three characteristics of the moon: it is a natural satellite, it does not shine on its own, and it does not always look the same in the sky.

Procedures

- ❖ The student teacher will start by asking the class what they know about the moon. The goal is that they say it is a natural satellite of Earth.
- ❖ The student teacher may guide them in the right direction so that they talk about satellites.
- ❖ After they start talking about natural satellites, the student teacher asks them where they can be found. The goal is for them to say that they orbit planets, just like the Earth's moon.
- ❖ Once the class has reached the information that the moon is a natural satellite, the student teacher will tell them that they should write it down, so they have that information for later.
- ❖ In order to help them, the student teacher writes on the blackboard:

The Moon

- A moon is a natural satellite that orbits around a larger object.
- ❖ Since the sentence starts with "a" instead of "the" the student teacher will ask the students if they know the answer. After at least three students have participated, if they do not know the difference, the student teacher will explain it.

- ❖ After that, the student teacher asks for volunteers to share their homework findings. After at least three students have participated, the class will add that information to the description of the moon.
- ❖ The blackboard will look as such:

The Moon

- A moon is a natural satellite that orbits around a larger object.
- The moon does not shine with its own light. It simply reflects light coming from the sun.
- ❖ The student teacher then asks the students if they remember the question they had to answer about the moon in their initial quiz (see Appendix 1.1 -.Lesson Plan #1 materials – Introductory Quiz “Through Outer Space – what do I know about space?”).
- ❖ If any of the students remember (“The moon always looks the same in the sky.”), the teacher will ask them if they think it is true or false; if the class does not remember the sentence, the student teacher will remind them, and then ask if they think it is true or false.
- ❖ Once the class agrees the sentence is false – the moon is not always the same in the sky, they can add that information to their notes.
- ❖ The blackboard will look as such:

The Moon

- A moon is a natural satellite that orbits around a larger object.
- The moon does not shine with its own light. It simply reflects light coming from the sun.
- The moon is not always the same in the sky.
- ❖ The last characteristic will serve as a bridge for the next stage, however, before going through with the lesson, the student teacher asks for volunteers to read the sentences.

Possible problems/ Solutions

The students may not know much information about the moon, or they may not know how to say certain things in English (e.g.natural satellite). If that happens, the student teacher will allow them to say it in Portuguese, she will then translate it and the class can repeat it in choir so they learn how to pronounce the new words.

Resources/ Materials: Blackboard, chalk, students' notebooks, writing material, exercise (student teacher created).

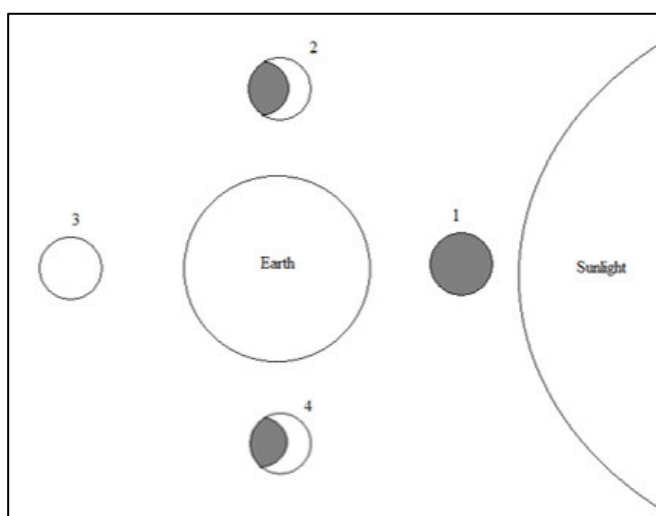
Stage 4 (20 minutes): The Moon phases

Specific Aims

At the end of this stage the students will be able to talk about the four moon phases (New Moon, Waxing Crescent, Full Moon, and Waning Crescent) and identify them in pictures.

Procedures

- ❖ The student teacher uses the last sentence to talk about the moon phases. She asks the class if anyone knows what the names of the moon phases are, even in Portuguese.
- ❖ Since they have not yet learned this in *Estudo do Meio*, it is very likely they do not know.
- ❖ In order not to reveal anything too soon, the student teacher writes on the board the title “The Moon Phases”, and while the students are copying that into their notebooks, the student teacher distributes a handout with a figure of the moon phases (see Appendix 2.1 – Lesson Plan #2 materials – handout 2 “The Moon Phases”).
- ❖ The student teacher then tells the students to glue their handouts into their notebooks. While they are doing that, the student teacher draws on the board a replica of their handout, as such:



- ❖ While the student teacher is drawing, she will tell the class that they should observe the figure, to see if they can understand it and explain it to her after.
- ❖ The teacher starts by asking how many phases they can see in the picture (there are four). Once the students tell her there are four, she alerts them that officially we can name eight different moon phases, but they are only going to learn the most common ones.
- ❖ After, the student teacher asks them if they can recognize any of the representations of the moon and if they know their names now that they are looking at them. If they do, even if it is only in Portuguese, the student teacher will encourage them to say it and this way, help her complete the picture. If they do not know, the student teacher will tell them the names, first in English and then in Portuguese, writing them on the board the following way:
 1. New Moon (Lua Nova)
 2. Waxing Crescent (Quarto Crescente)
 3. Full Moon (Lua Cheia)
 4. Waning Crescent (Quarto Minguante)
- ❖ While writing, the student teacher will say each of the moon phases and then randomly ask one student to repeat it. After that, the whole class should repeat it together.
- ❖ Once this is done, the student teacher asks the students whether they have ever heard that the moon is a liar (“a lua é mentirosa”) and then explains to the class that when the moon is growing (“crescer” in Portuguese) it forms a “D” in the sky; but when it is diminishing (“diminuir” in Portuguese) it forms a “C” in the sky.
- ❖ The student teacher tells the students that they should try to look for this in the sky the next time they have that opportunity.

Possible Problems/ Solutions

Given that the students are young and they live in the city, they may never have noticed how the moon changes throughout the month, which is why it is important to show them the representation of the moon. Besides, now that they have learned about this, they may try to look for it next time they have an opportunity.

Resources/ Materials: Blackboard, chalk, students' notebooks, writing material, 24 handouts, glue.

Stage 5 (5 minutes): Homework assignment

Specific aims


At the end of this stage, every student will have written the homework assignment in their notebooks. The students will also have asked any questions they may have about said assignment.

Procedures

- ❖ For this homework assignment, the student teacher tells the class they will need to show if they understood what they learned about the moon.
- ❖ The student teacher writes the homework assignment on the blackboard:

Homework

1. True or false

- (a) The moon is Earth's natural satellite.
- (b) The Earth orbits around the moon.
- (c) The moon has got natural light.
- (d) During a New Moon, the moon is fully visible.
- (e)  This is a Waxing Crescent.

1.1. Transform the false sentences in true ones.

- ❖ While the students are copying down the information, the student teacher will walk around the classroom to make sure the students are copying the information.
- ❖ The student teacher will ask them if they understand every sentence or if they have questions. If they do, the student teacher will explain the sentences and, if necessary, translate any word or guide the students to their notes.
- ❖ After this is done, the student teacher concludes the lesson, wishing them a good week.

Possible problems/ Solutions

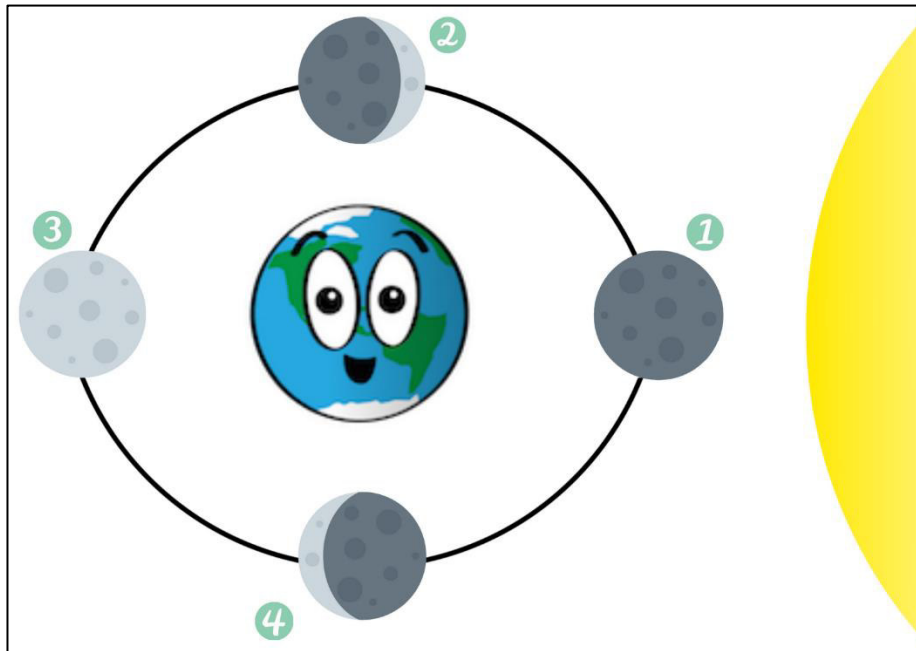
If the students are not sure how to transform the false sentence into true ones, given that they have only did that once (in the previous lesson), the student teacher can

give them an example to make it easier. The example can be the following: There are 2 moon phases. False, there are 4 moon phases.

Resources/Materials: Blackboard, chalk, students' notebooks, writing material.

Appendix 4.1 – Lesson Plan #4 materials

Handout 2 “The Moon Phases”



Source: student teacher created with *Canva*.

Source of the Earth figure: spaceplace.nasa.gov/menu/solar-system/

Source of the other figures: *Canva*.

Appendix 5 – Lesson Plan #5



Agrupamento de Escolas de Alvalade

Escola Básica S. João de Brito

School Year 2020/2021

Lesson 5

Duration: 60 minutes

Class: 4ºB – 4th grade (A1 Level)

Date: 29th of October 2020

Didactic Unit: Outer Space

Topic: Through Outer Space – conclusion

Lesson Rationale

In the previous lesson the students had the opportunity to explore their knowledge of the moon and the moon phases. In this lesson the student teacher will conclude the presentation of the didactic unit “Outer Space”. For that, the students will talk about the Milky way galaxy. As a concluding activity, the students will complete a fill in the gap text about this theme that will allow the student teacher to assess their knowledge of the theme.

The lesson is divided into four stages. The first stage repeats the same procedures as in the last lessons and the second stage is dedicated to correcting the homework assignment. In the third stage the students will explore a definition of a galaxy, and in the last stage of the lesson they will answer the final quiz “Through Outer Space – what did I learn?” This fill-in the gap exercise is crucial to establish the students’ level of comprehension and acquisition of the new vocabulary. According to the *Metas Curriculares de Inglês Ensino Básico 1.º, 2.º e 3.º Ciclos* (Bravo *et al.*, 2015), “fill in spaces, in simple texts” (*ibid.*, p. 11, my translation⁴²) is fundamental when considering learners’ writing and comprehension skills.

Background information

(See lesson plan number 1)

Overall Aims

By the end of this lesson students will be able to:

- ❖ Talk about the galaxies, namely The Milky Way.

⁴² “Preencher espaços lacunares, em textos simples (...).” (Metas Curriculares de Inglês Ensino Básico 1.º, 2.º e 3.º Ciclos (Bravo, C., et al., 2015).

- ❖ Complete a fill in the gap text about the theme that has been explored in the previous four lessons – Through Outer Space.

Development of the Lesson

Stage 1 (5 minutes): Welcoming the students and presenting the day's activities

Specific Aims

By the end of this stage, the students will have entered the classroom orderly, settled down, prepared their English materials, and get ready to start working. They will have copied the lesson number, date and summary from the blackboard.

Procedures

- ❖ As in the previous lessons, the student teacher welcomes the class coming from recess, by waiting for them outside the door and saying “good morning” when the main teacher brings them to the classroom.
- ❖ While the students are entering the classroom, the student teacher tells them they should sit, calm down and get their English notebooks, so the lesson can begin. The student teacher tells them to start writing the lesson number and the date.
- ❖ Then, the student teacher randomly asks a student if s/he wants to go write the lesson number, date, and summary on the blackboard. The student may take his/her notebook so to have a guide.
- ❖ While the student is writing, the student teacher will ask the rest of the class if they see any mistakes, and if everything is correct. If there are any mistakes, for example on the ordinal number of the date or in any spelling, another student can go help the first student.
- ❖ The student teacher asks the student if she can dictate him/her the summary and starts saying “Homework correction. The Milky Way. Through Outer Space – conclusion”. Once it is finished, the student can go back to his/her seat and copy the information into his/her notebook.
- ❖ The rest of the class has to copy down the summary onto their notebooks.
- ❖ At the end, the blackboard should look as such:

Lesson number 11 (eleven)

Thursday, 29th of October 2020

Summary: Homework Correction.

The Milky Way.

Through Outer Space – conclusion.

- ❖ Just like in the previous lessons, the student teacher writes a few essential sentences on the blackboard, so the students get used to using them throughout the lessons. These sentences will be written on the right top hand corner of the blackboard and they will stay there throughout the whole lesson. The sentences are:
 - “May I go to the bathroom?”
 - “Teacher, can you help me?”
 - “How do you say ... in English?”
 - “What does ... mean?”
- ❖ From now on whenever a student asks her one of those questions in Portuguese, she will simply point to the sentences, letting him/her know that they should rephrase their participation.
- ❖ While the students are copying, the student teacher will go around the classroom, answering any questions and helping the students that need her help.
- ❖ The student teacher will announce when they have only two minutes left to copy the things from the blackboard. When the two minutes are up the student teacher asks: “May I erase the board?”. If any student says: “No.” the student teacher will ask them to copy the rest from a classmate’s notebook.

Possible Problems/ Solutions

Given that this is the first time a student writes the lesson on the blackboard, they may not be sure how to do it or they may not want to do it. However, the student teacher will tell them that it is very important that they work on their independence, because they will soon be in the 5th grade and they need to be autonomous. If the student who goes to the blackboard is struggling to write any of the new words, the student teacher will spell them in order to help.

Resources/ Materials: Blackboard, chalk, students’ notebooks, writing material.

Stage 2 (10 minutes): Homework Correction

Specific Aims

At the end of this stage every student will have corrected their homework, by orally participating in the correction.

Procedures

- ❖ The student teacher asks the class if they completed their homework. She keeps note of who was done it and who was not, as an informal register.
- ❖ After that, she asks for a volunteer to read the first sentence and state if it is true or false.
- ❖ While the student is reading, the student teacher may help him/her with any pronunciation issues. Once the student reads the sentence and states if it is true or false, the student teacher asks the class if they agree with their classmate. If they agree and the answer is correct, another student can start reading the second sentence. If anyone does not agree, they must explain why.
- ❖ When the sentences are false (b, c, d) the students have to transform the sentences into true ones. The possibilities are:
 - (b) The moon orbits around the Earth.
 - (c) The moon reflects sunlight.
 - (d) During a Full Moon, the moon is fully visible. / During a New Moon, the moon is not visible.
- ❖ The exercise is corrected following the same steps. Different students should have the opportunity to participate, in particular those who struggle more with speaking and reading in English.

Possible Problems/ Solutions

When transforming the sentences into true sentences, the students may still show some difficulties. Therefore, if necessary, the student teacher will tell the students to try to transform these sentences into dialogues, and each pair of students can try to help each other as such:

Student A: The Earth orbits around the moon, right?

Student B: No, the moon orbits around the Earth.

Resources/ Materials: Students' notebooks, students' homework, writing material.

Stage 3 (20 minutes): The Milky Way

Specific Aims

After this stage, the students will have looked at the representation of the galaxy, learned its name (the Milky Way) and talk about what we can find in space.

Procedures

- ❖ The student teacher asks three students to talk about space. They must mention “planets”, “star” and “moon”. So to help the students, the student teacher writes these words on the blackboard. She tells them that they can look at their notes from the previous lessons, so they remember what was learned.
- ❖ The goal is for the students to understand the relationship between the moons that orbit around planets; followed by the notion that those planets also orbit around a star (the sun), forming this way a solar system. This may lead them to consider the notion that there is more than one solar system.
- ❖ The student teacher can guide their conversation, by asking some questions such as: “But is our sun the only star?”, “Are there only the eight planets in our solar system?”, “What else can you think about when you think of space?”
- ❖ Once the class has reached the word “galaxy” or “galáxia” in Portuguese, the student teacher will teach them how to say it in English by having the whole class repeat the word, and she will write it on the board, so they can associate the sound with the word itself. After that, she will ask them if they know the name of our galaxy.
- ❖ If any student knows the name in Portuguese, they can say “Via Láctea”, and the student teacher will teach them how to say it in English – “Milky Way”. If they do not know the name in Portuguese, the student teacher will say it first in English and ask the class to repeat it, then she will tell them how it is called in Portuguese.
- ❖ Following this, the student teacher will write the following title on the board: “The Milky Way”.
- ❖ The student teacher then distributes a handout (Appendix 5.1 – Lesson Plan #5 materials – Handout 3 “The Milky Way”) with a representation of our galaxy, which the students must glue into their notebooks.
- ❖ While looking at this figure, the student teacher will ask them if they can come up with a definition for galaxy and she will help them with the words they need

to know (e.g. gas, dust, stars). In the end, the sentences written on the blackboard should look like this:

A galaxy is a huge collection of gas, dust, and billions of stars and their solar systems.

Our galaxy is the Milky Way.

- ❖ The students should copy these sentences into their notebooks using a pen.

Possible Problems/ Solutions

Every time the students have to glue something, the student teacher has to consider the possibility that there are students who may not have glue and need to borrow it from a classmate. If this happens, the students must disinfect their hands before borrowing the glue, and when they are finished, they must disinfect their hands and the glue stick before returning it to their classmate.

Resources/ Materials: Blackboard, chalk, students' notebooks, writing material, glue, 24 handouts with the galaxy representation.

Stage 4 (25 minutes): Final quiz “Through Outer Space – What did I learn?”

Specific Aims

By the end of this stage every student will have completed a fill in the gap text about the theme “Through Outer Space”.

Procedures

- ❖ The student teacher starts by telling the students they have just reached the end of the first theme they will be learning in her classes. Therefore, they will have a small quiz (Appendix 5.1 – Lesson Plan #5 materials – Final Quiz “Through Outer Space – what did I learn?”), in which they have to read a text and complete it with words they have learned about space.
- ❖ The student teacher then distributes 24 handouts of the quiz “Through Outer Space – What did I learn?” (Appendix 5.1 – Lesson Plan #5 materials – Final Quiz “Through Outer Space – what did I learn?”), giving one to each student. Then, she tells the class they should use a pen to write their names and the missing words, and if they need to rewrite something, they can just cross out the word and write it again above or below, wherever they have space.

- ❖ The student teacher assures them that the results of this quiz will not affect their English grade, it is just a method for her to understand what they have learned throughout the lessons.
- ❖ While the students are completing the quiz, they can call the student teacher if there is something they do not understand, and she will help them; however, she will not give them any answers and they are not allowed to look at their notes.
- ❖ Once everyone has completed the quiz, the student teacher will collect them to keep a register of their results, and she will give them back the following lesson.
- ❖ The lesson is finished, and the student teacher wishes the class a good weekend.

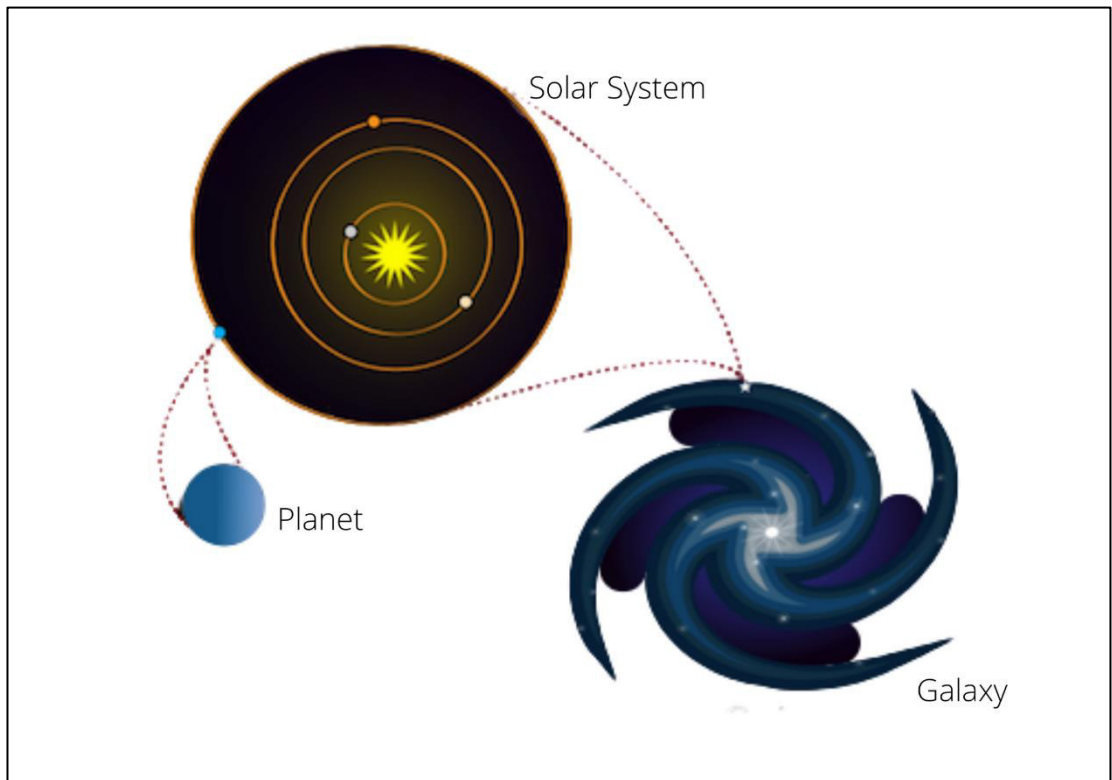
Possible Problems/ Solutions

This activity is very similar to an evaluation moment, which may cause some stress among the students. To make sure they are not under any pressure, the student teacher will tell them as many times needed that this is not a test, it is simply an exercise for them to show her what they have learned, so she can understand if they know the content.

Resources/ Materials: 24 handouts of the quiz “Through Outer Space – What did I learn?”, writing material.

Appendix 5.1 – Lesson Plan #5 materials

Handout 3 “The Milky Way”



Source of the figure: spaceplace.nasa.gov/menu/solar-system/

Final quiz “Through Outer Space – What did I learn?”



Name: _____

Read the text and fill in the gaps.

Our solar system has got _____ planets. Those planets are _____,
_____, _____, _____,
_____, _____, and _____.

The planets orbit around the _____. The sun is a _____. We live
on _____, the _____ planet from the sun. Our planet has got one
_____.

The _____ is a _____ satellite, and it orbits around the
_____. The moon has got _____ different phases: New Moon,
_____, _____, and Waning Crescent.

Thank you 😊!

Jacinta Almeida

Source of the quiz: student teacher created

Source of the picture in the heading: pt.pngtree.com/

Appendix 6 – Lesson Plan #6



Agrupamento de Escolas de Alvalade

Escola Básica S. João de Brito

School Year 2020/2021

Lesson 6

Duration: 60 minutes

Class: 4ºB – 4th grade (A1 Level)

Date: 2nd of November 2020

Didactic Unit: Portugal in Europe and in the World

Topic: Portugal in Europe and in the World - introduction

Lesson Rationale

In the previous lesson the class concluded the didactic unit “Outer Space” by completing a fill in the gap text with some of the vocabulary they learned. In this lesson the class will be introduced to a new didactic unit “Portugal in Europe and in the World”.

The lesson is divided into five stages. As usual, the first stage is an introductory one, in which the student teacher welcomes the students into the classroom. The following stage is an activity warmer, in which the class discusses what they think the new theme will be about. This serves as an introduction to the theme, and as a way to incite their curiosity, besides giving the student teacher an opportunity to understand what they would like to learn, given that their first guesses are usually about things they are more passionate about. The third stage is the completion of the Introductory Quiz “Portugal in Europe and in the World – What do I already know?”, which will allow the student teacher to analyse the students’ knowledge of the theme about to be introduced. The following stage is the introduction to the theme’s content, and the students will have the opportunity to look at a world map and understand that the world is composed of oceans and continents; furthermore, they will learn the names of the continents as well as their position on the world map. In the last stage of the lesson the student teacher will return the quiz “Through Outer Space – what did I learn?” done in the previous lesson.

Background Information

(See lesson plan number 1.)

Overall Aims

By the end of this lesson students will be able to:

- ❖ answer an introductory quiz about the new theme “Portugal in Europe and in the World”;
- ❖ understand that the world is divided into continents and oceans and that just like we are part of a planet, which is in a solar system, which belongs to a galaxy; we live in a city, part of a country that belongs to a continent;
- ❖ name and locate in a map the six continents of the world.

Development of the Lesson

Stage 1 (5 minutes): Welcoming the students and presenting the day’s activities

Specific aims

By the end of this stage the students will have entered the classroom, sat and calm down, as well as prepare their materials to start the English lesson.

Procedures

- ❖ As usual, the main teacher brings the students to the classroom, therefore, the student teacher will wait for them outside the classroom and welcome them in, saying “good morning” and telling them they should sit, calm down and get their English notebooks, so the lesson can begin.
- ❖ Once the students have done that, the student teacher asks for a volunteer to go write the lesson number, date, and summary on the blackboard. As usual, the student can take his/her notebook, so to be easier, and the student teacher will help him/her if needed.
- ❖ Given that this is the first lesson taking place in November, the student teacher will take this opportunity to see if the class remembers how the month is spelled and pronounced. She tells the student writing the date to read it out loud, and then the rest of the class must repeat.
- ❖ Then, the student teacher dictates the summary, and spells any word that may be unknown to the student writing it on the blackboard.
- ❖ The rest of the students should be copying it down to their notebooks.
- ❖ At the end, the blackboard should have the following text:

Lesson number 12 (twelve)

Monday, 2nd of November 2020

Summary: Portugal in Europe and in the World – introduction.

- ❖ While the students are copying this down into their notebooks, the student teacher will go around the classroom, assuring everyone is working and helping those who may need.
- ❖ Just like in the previous lesson, the student teacher writes a few essential sentences on the blackboard, so the students get used to using them throughout the lessons. These sentences will be written on the right top hand corner of the blackboard and they will stay there throughout the whole lesson. The sentences are:
 - “May I go to the bathroom?”
 - “Teacher, can you help me?”
 - “How do you say ... in English?”
 - “What does ... mean?”
- ❖ From now on whenever a student asks her one of those questions in Portuguese, she will simply point to the sentences, letting him/her know that they should rephrase their participation.
- ❖ Once everyone has finished copying the lesson number and summary, the lesson continues into the next stage.

Possible Problems/ Solutions

The students know that the student teacher will be handing back their work from the previous lesson. Therefore, they may be distracted because they want to know how they did. In order to get the students focused on everything that has to be done throughout the lesson, the student teacher will tell them that she will only hand them back at the end.

Resources/ Materials: Blackboard, chalk, students’ notebooks, writing material.

Stage 2 (5 minutes): What do you think we are going to talk about?

Specific aims

The students will try to guess what the new theme is about, by looking at the summary.

Procedures

- ❖ The student teacher will directly ask at least three students what they think the new theme will be about based on the summary.
- ❖ The student teacher may guide their participation by referring “countries”, “cities”, “continents”, and “oceans”.
- ❖ Once the students have participated, the student teacher asks the class if they know what the European Union is. If any student says yes, she will ask them to elaborate, even if they need to speak in Portuguese. If no one knows what it is, the student teacher will not reveal anything, but will tell them they will learn about it in the following lessons.

Possible Problems/ solutions

This is the introduction to a new theme; therefore, the students may not be comfortable speaking about it in English. If that is the case, they can speak in Portuguese and the student teacher will teach them the most important words by saying them in English and having the students repeat afterwards.

Stage 3 (30 minutes): Introductory quiz “Portugal in Europe and in the World – What do I already know?”

Specific aims

Every student will answer the questions in the introductory quiz “Portugal in Europe and in the World – What do I already know?”.

Procedures

- ❖ The student teacher explains that just like what happened when they first started exploring the space, they will answer a short quiz that will allow her to understand what they already know about the new theme.
- ❖ Just like before, the student teacher will assure them that this will not affect their English grade, and that it is normal they do not know everything, because they have not learned any of this before.
- ❖ Afterwards, the student teacher will distribute the quiz (Appendix 6.1 – Lesson Plan #6 materials – Introductory Quiz “Portugal in Europe and in the World – What do I already know?”) to each student. Once everyone has it, she will

explain that they should answer with a pen and that they can call her whenever they have questions.

- ❖ While the students are answering the quiz, the student teacher walks around the classroom, paying special attention to those who present greater difficulties.
- ❖ Twenty minutes after the students have started, the student teacher will warn them that they only have ten minutes left to finish.
- ❖ Once they finish the quiz, the student teacher collects them and introduces the new theme.

Possible Problems/ solutions

Given that the students have different working rhythms, some may finish before. The student teacher will tell those who finish earlier that they can try to think of the names of the continents they know in Portuguese. If they know them in English, they can also write them down.

Resources/ Materials: 24 copies of the introductory quiz, writing material.

Stage 4 (18 minutes): Introduction to the new theme

Specific aims

By the end of this stage the students will know the names of the six continents, and they will be able to locate them on a map.

Procedures

- ❖ The student teacher asks the students how many continents are there.
- ❖ If they get the answer right (six), the student teacher asks if they know their names, even if in Portuguese.
- ❖ If the students know any of the names, the student teacher writes them on the board. Given that the spelling is very similar to English, the student teacher will just write them in English.
- ❖ Every time they name a continent in Portuguese, she repeats it in English and asks them to repeat after her.
- ❖ Once they name every continent, the student teacher says that now they will have to find it on the map.

- ❖ The student teacher distributes the handout “Continents and Oceans of the Word & The Compass Rose” (Appendix 6.1 – Lesson Plan #6 materials – Handout 4 “Continents and Oceans of the Word & The Compass Rose”) to each student, however, today they will only explore the continents.
- ❖ Once everyone has a handout, the student teacher adds to the names of the continents already written on the board the following way:

We are going to colour the continents:

- Europe – blue
- Asia – orange
- Africa – green
- Oceania – yellow
- America – red
- Antarctica – grey
- ❖ The students should colour the squares in front of each continent, so it functions as a caption of the figure.
- ❖ The students must colour each continent a different colour. They start with Europe.
- ❖ The student teacher asks the students if they know which continent is Europe. After a student has participated, s/he comes up to the student teacher and indicates on the world map she has (Appendix 6.1 – Lesson Plan #6 materials – Poster “World Map”) so that everyone can see.
- ❖ Before the students start colouring the student teacher asks them what colour they are going to use. After they have said “blue”, the student teacher asks them to raise their blue coloured pencil, so she can make sure they know what colour it is and that they are not just repeating the name of the colour.
- ❖ While they are colouring, the student teacher will go around the classroom making sure everyone understood what they have to do.
- ❖ The same process will be followed for the other five continents.

Possible Problems/ solutions

Just like what has happened in previous lessons when the students had to use glue, there may be students who do not have colour pencils. If that happens, and they need to borrow some pencils from their classmates, the students must disinfect their hands before using the pencil and before returning it to their classmates.

Resources/ Materials: Blackboard, chalk, 24 copies of the “Continents and Oceans of the World & The Compass Rose” sheet, writing and colouring material.

Stage 5 (2 minutes): Return of last lesson’s quiz

Specific aims

At the end of this stage the students will receive their final quiz done in the previous lesson.

Procedures

- ❖ The student teacher will tell the class she will now return the quiz they did in the previous class.
- ❖ While she is distributing the sheets, the students can look at their quiz and see their results.
- ❖ The students can ask any question to the student teacher about the notes left on their quiz.
- ❖ The student teacher tells the class they all had showed they knew the vocabulary and understood what was being asked of them, which shows that they had been paying attention throughout the lessons.
- ❖ Once every student has their quiz, the class is over.

Possible Problems/ Solutions

The students may have questions about the quiz and this stage only lasts two minutes. So, if necessary, the student teacher can stay a few minutes after class to answer their questions.

Resources/ Materials: 24 handouts of the quiz “Portugal in Europe and in the World – What do I already know?”, writing material.

Appendix 6.1 – Lesson Plan #6 materials

Initial Quiz “Portugal in Europe and in the World – What do I already know?”



Part 1. True or False. (Verdadeiro ou Falso.)

There are 5 continents in the world. (Há 5 continentes no mundo.)	True	False
Portugal has got 18 districts. (Portugal tem 18 distritos.)	True	False
There are 15 countries in the European Union. (Há 15 países na União Europeia.)	True	False
Portugal entered the European Union in 1986. (Portugal entrou para a União Europeia em 1986.)	True	False

Part 2. Complete the sentences. (Completa as frases.)

The capital city of Portugal is _____.

Portugal is in the _____ continent.

Coimbra, _____, and Leiria are Portuguese cities.

The Portuguese Archipelagos are _____ and _____.

Thank you 😊!

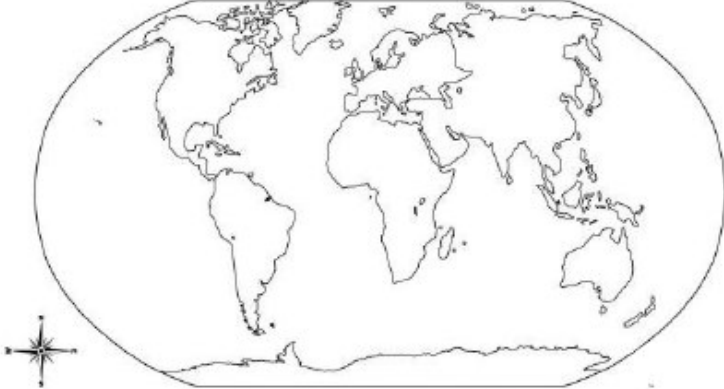
Jacinta Almeida

Source of the quiz: student teacher created

Source of the picture in the heading: pt.pngtree.com/

Handout 4 “Continents and Oceans of the World & The Compass Rose”

Continents and Oceans of the World



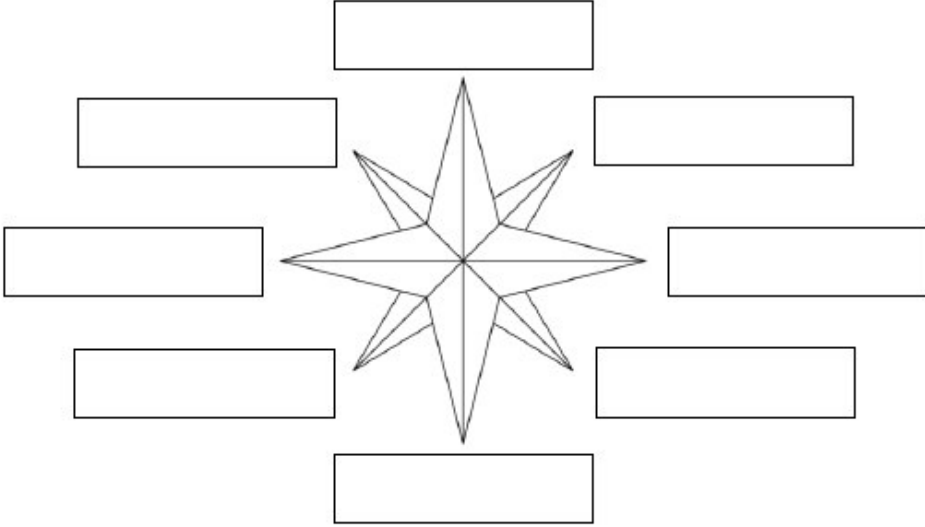
Continents

Europe	<input type="text"/>
Asia	<input type="text"/>
Africa	<input type="text"/>
Oceania	<input type="text"/>
America	<input type="text"/>
Antarctica	<input type="text"/>

Oceans

Atlantic Ocean	<input type="text"/>
Pacific Ocean	<input type="text"/>
Indian Ocean	<input type="text"/>
Antarctic Ocean	<input type="text"/>
Arctic Ocean	<input type="text"/>

The Compass Rose

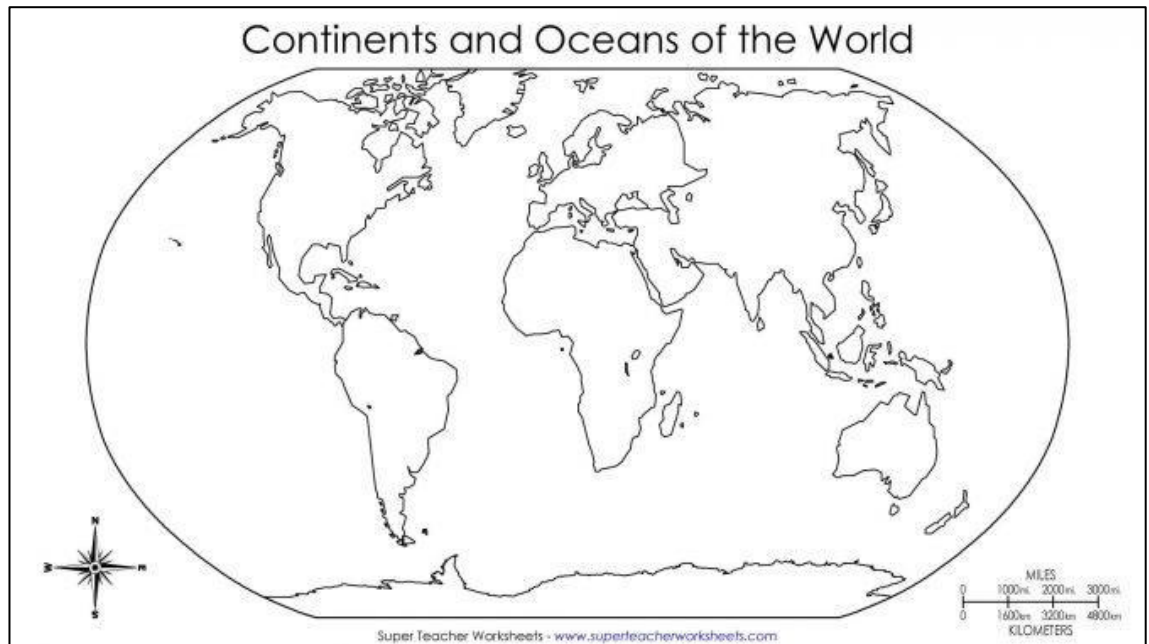


Source: student teacher created

Source of the World map figure: adapted from <https://dia.drive2vote.org/wp-content/uploads/coloring-pages-continents-and-oceans-map-worksheet-amazing-world-printable-preschool-for-kids-672x378.jpg>

Source of the Compass Rose: *Canva*

Poster “World map”



Source of the World map figure: adapted from dia.drive2vote.org/wp-content/uploads/coloring-pages-continents-and-oceans-map-worksheet-amazing-world-printable-preschool-for-kids-672x378.jpg

Note: the world map was printed in A3 size.

Appendix 7 – Lesson Plan #7



Agrupamento de Escolas de Alvalade

Escola Básica S. João de Brito

School Year 2020/2021

Lesson 7

Duration: 60 minutes

Class: 4ºB – 4th grade (A1 Level)

Date: 5th of November 2020

Didactic Unit: Portugal in Europe and in the World

Topic: Continents and Oceans of the world

Lesson Rationale

In the previous lesson the students were introduced to the topic “Continents and Oceans of the World”, by identifying on a map the six continents and by learning their names. In this class they will learn the name of the oceans, as well as their location on a map. Besides, they will learn the functions of a Compass Rose and understand how it works in terms of orientation and position.

The lesson is divided into four stages. As usual, the first stage is an introduction to the lesson, in which the students have the opportunity to settle down to start working. The second and third stages are the presentation of new content, namely the oceans and the compass rose. In the last stage the students work on their oral skills as well as on their group working skills. The exercise conducted in this last stage tries to bring into the classroom a daily dialogue situation in which students ask and answer questions related to the content that they just learned.

Background Information

(See lesson plan number 1.)

Overall Aims

By the end of this lesson, students will be able to:

- ❖ identify the six continents and five oceans of the world in a map, as well as know their names;
- ❖ identify the eight cardinal points in a compass rose;
- ❖ associate the cardinal points with positions of countries and continents on a map;
- ❖ ask and answer questions in a dialogue about the theme.

Development of the Lesson

Stage 1 (5 minutes): Welcoming the students and presenting the day's activities

Specific Aims

By the end of this stage the students will have entered the classroom, gotten their English materials, and are ready to work.

Procedures

- ❖ As it has by now become a routine, the student teacher will be waiting for the students outside the classroom.
- ❖ Once the main teacher arrives with the students, the student teacher tells them “good morning” and tells them to enter the classroom, sit down and get their English materials so they can start the lesson.
- ❖ A student will be randomly chosen to go to the blackboard and write the lesson number, date, and summary. As usual, the student teacher will help him/her if needed.
- ❖ While the student is writing, the student teacher will ask the class who knows what day it is, and how it is spelled.
- ❖ At the end, the blackboard should look as such:

Lesson number 13 (thirteen)

Thursday, 5th of November 2020

Summary: Continents and Oceans of the World.

The Compass Rose.

- ❖ The students should copy down the summary and get their worksheet ready so they can now learn about the oceans.
- ❖ Just like in the previous lesson, the student teacher writes a few essential sentences on the blackboard, so that the students get used to using them throughout the lessons. These sentences will be written on the right top hand corner of the blackboard and they will stay there throughout the whole lesson.

The sentences are:

- “May I go to the bathroom?”
- “Teacher, can you help me?”
- “How do you say ... in English?”
- “What does ... mean?”

- ❖ From now on whenever a student asks her one of those questions in Portuguese, she will simply point to the sentences, letting him/her know that they should rephrase their participation.
- ❖ Once everyone has finished copying the lesson number and summary, the lesson continues into the next stage.

Possible Problems/ Solutions

The students are by now used to going to the blackboard, therefore, they may be excited to go and that can cause some disruption within the classroom. If that happens, the student teacher can choose a student that has not yet done this and that is well behaved. This way, being able to go to the blackboard can somehow become a reward for good behaviour.

Resources/ Materials: Blackboard, chalk, students' notebooks, writing material.

Stage 2 (15 minutes): Continents and Oceans of the World

Specific Aims

By the end of this stage students will know how many oceans there are, their names and their location on a map.

Procedures

- ❖ The student teacher starts by asking the group if they remember what they did at the end of the previous lesson.
- ❖ When the students refer the worksheet and the continents, the student teacher asks them: "How many continents are there?" Once they say "six", the student teacher says: "There are six continents", and she asks them again: "How many continents are there?" The goal is for the students to understand that they should answer with a full sentence and that it should be: "There are six continents."
- ❖ The student teacher asks: "How many oceans are there?" If they know the right answer (five), she asks if they know their names. While the students participate, the student teacher can write the name of the oceans in English on the blackboard.

- ❖ After they have named every ocean, even if they need the student teacher's help remembering the least common ones (e.g. the Arctic and the Antarctic), the student teacher asks those who have not yet got their worksheet (Appendix 7.1 – Lesson Plan #7 materials – Handout 4 “Continents and Oceans of the World & The Compass Rose”) to get it from their backpacks so they can now look at the oceans on the map.
- ❖ Once everyone is looking at the worksheet, the student teacher asks: “Where is the Atlantic Ocean?” Then she will choose one of the students who raises their hand to participate to come and point on her map (Appendix 7.1 – Lesson Plan #7 materials – Poster “World Map”) where the Atlantic Ocean is. If they get it right, the student teacher thanks them, tells them to sit down and to put the number 1 where it is on the map. If it is incorrect, the student teacher will help him/her point to the right place, and then show the class where it should be.
- ❖ The same method is used for the other oceans.
- ❖ To help the students, she will write on the blackboard:
 - Atlantic Ocean – 1
 - Pacific Ocean – 2
 - Indian Ocean – 3
 - Antarctic Ocean – 4
 - Arctic Ocean – 5
- ❖ The students should also write the numbers in the squares in front of the names of the oceans, so it works as a caption of the figure.
- ❖ Once this is finished, the student teacher asks again: “How many oceans are there?”, and the goal is for the students to answer: “There are five oceans.”; if they say only “five”, the student teacher will repeat the whole sentence and then ask again: “How many oceans are there?”.

Possible Problems/ Solutions

Answering questions with a full sentence is usually quite difficult for this class, therefore, the student teacher may have to remind them more than once that they should use a full sentence. If necessary, she can even write the following clues on the blackboard: “How many ... are there? / There are ...”

Resources/ Materials: Blackboard, chalk, 24 “Continents and Oceans in the World & the Compass Rose” sheets, writing material.

Stage 3 (20 minutes): The Compass Rose

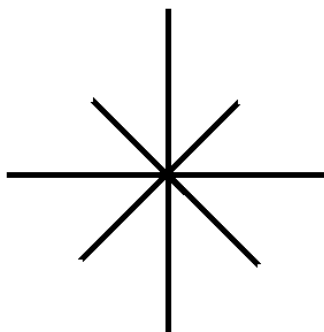
Specific Aims

By the end of this stage the students will know the names of eight cardinal points as well as their orientation in a map.

Procedures

- ❖ The student teacher starts by drawing a Compass Rose on the blackboard as such:

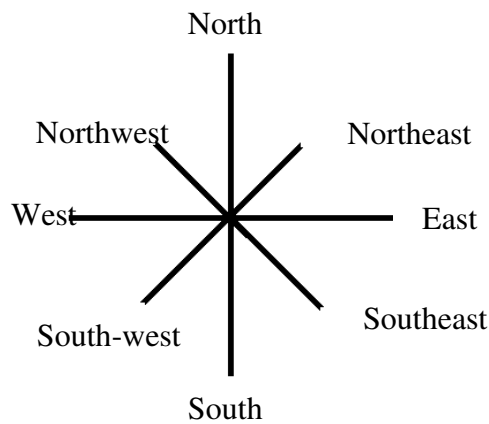
The Compass Rose



- ❖ Then, she tells the group to look at the drawing and asks them if they know what it represents. They may try to read the title and answer “the compass rose”, but they may also say the name in Portuguese if they are familiar with it (“rosa dos ventos”).
- ❖ If they only say the name in Portuguese, the student teacher will repeat it in English and tell them to repeat it too.
- ❖ After the students have said the name, the student teacher will ask them if they know what it is for. She will allow at least three students to participate. If they only know the information in Portuguese, they can say it in Portuguese. The goal is for students to mention “orientation”, “direction”, and “cardinal points” (“orientação”, “direção” and, “pontos cardeais”). If they have trouble reaching these words, the student teacher will guide them.
- ❖ Once the class has discussed these, the teacher will ask them if they know the name of any cardinal points. Whenever the students name a cardinal point in Portuguese, the student teacher will repeat it in English, and then the class will

repeat it too. Then, the student teacher asks them if they know where it goes in the compass rose. If they know, the student teacher will write it in the correct place, if not, the student teacher will tell them where it is supposed to go.

- ❖ In the end, the compass rose on the board should look as such:



- ❖ Once the compass rose is completed on the blackboard, the student teacher randomly asks different students to repeat the cardinal points, so that they get used to saying their names.
- ❖ After that, the students can complete their compass rose on the sheet.
- ❖ While they are writing, the student teacher will walk around the classroom to make sure they are writing the cardinal points in the right places and without mistakes.

Possible Problems/ Solutions

The students may not be familiarized with the compass rose. If the student teacher sees they do not know what it is or what it is for, she will explain it to them in Portuguese. The student teacher will tell them that it is an instrument for orientation that tells us in which direction we should go to get to a certain place.

Resources/ Materials: Blackboard, chalk, 24 sheets “Continents and Oceans of the World & the Compass Rose”, writing material.

Stage 4 (20 minutes): Where is it?

Specific Aims

By the end of this stage the students will have asked and answered questions about the position of continents and oceans on the world map by using the cardinal

points and structures such as: “Portugal is on the southwest side of the European continent.”

Procedures

- ❖ The student teacher will start by pairing the students who usually sit alone, so they have a partner to work with in the next exercises. One of the students can change seats to sit next to a classmate.
- ❖ Once everyone has a partner, the student teacher will explain what they have to do. One of them has to write a question about the continents, oceans, and cardinal points, then their classmate has to answer. Then they trade – the student that answered will ask a question and the other one will answer.
- ❖ As an example, the student teacher will ask: “What ocean is on the north side of Antarctica?”. Then she randomly chooses a student to answer. The answer should be: “The Antarctic Ocean is on the north side of Antarctica.”
- ❖ The student teacher tells them they have ten minutes to come up with questions and answers, so they can share them with the class after.
- ❖ While they are working, the student teacher will walk around the classroom, paying attention to what the pairs are doing and helping anyone when needed.
- ❖ Once eight minutes have passed, the student teacher lets them know that they only have two minutes left. Once the two minutes are up, she asks who wants to share with the class their questions and answers.
- ❖ After every student has shared their questions and their answers, the lesson is over.

Possible Problems/ Solutions

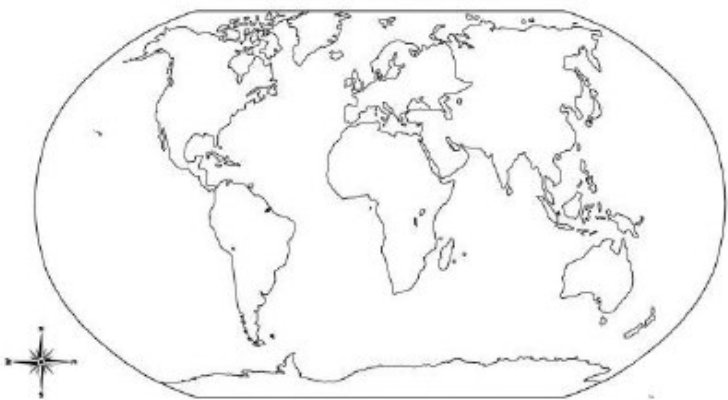
From previous experiences, the student teacher knows the class is not used to working alone. Therefore, the students may have some difficulties coming up with questions to ask to their classmates. If that happens, the student teacher will show on the world map what kind of questions they can ask – if they choose a continent or an ocean, it is easier to come up with questions about them.

Resources/ Materials: “Continents and Oceans of the World & the Compass Rose” sheets, students’ notebooks, writing material, World Map poster.

Appendix 7.1 -Lesson Plan #7 materials

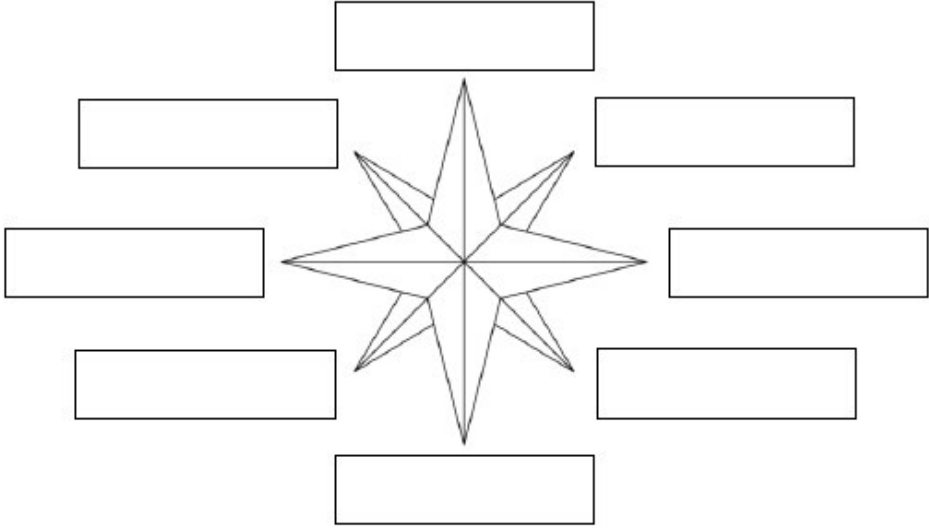
Handout 4 “Continents and Oceans of the World & The Compass Rose”

Continents and Oceans of the World



<u>Continents</u>	<u>Oceans</u>
Europe <input type="text"/>	Atlantic Ocean <input type="text"/>
Asia <input type="text"/>	Pacific Ocean <input type="text"/>
Africa <input type="text"/>	Indian Ocean <input type="text"/>
Oceania <input type="text"/>	Antarctic Ocean <input type="text"/>
America <input type="text"/>	Arctic Ocean <input type="text"/>
Antarctica <input type="text"/>	

The Compass Rose

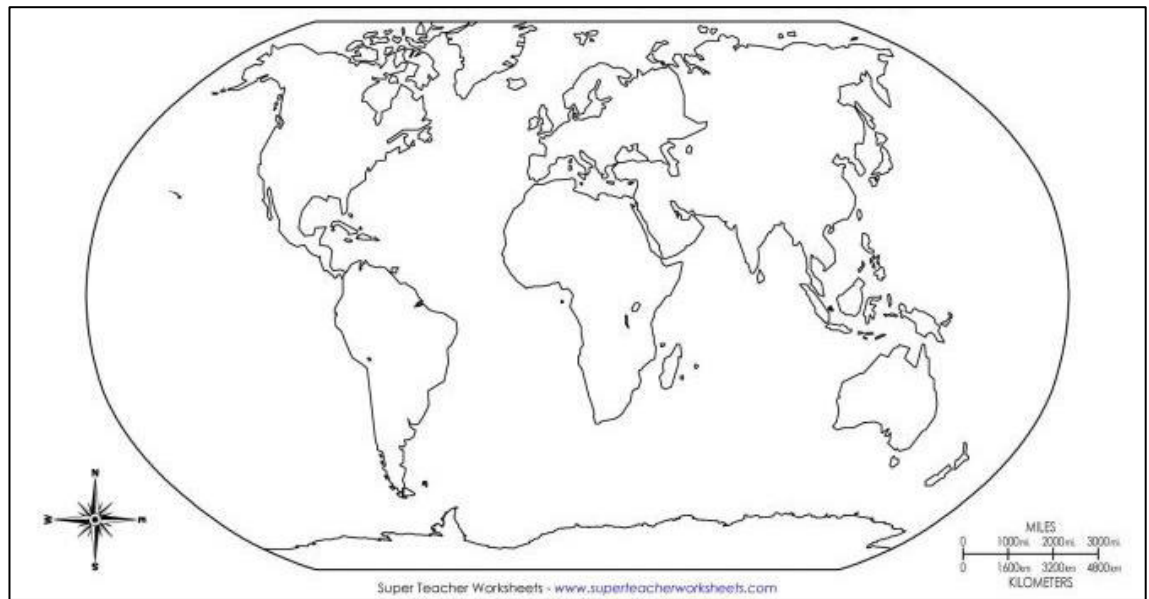


Source: student teacher created

Source of the World map figure: adapted from dia.drive2vote.org/wp-content/uploads/coloring-pages-continents-and-oceans-map-worksheet-amazing-world-printable-preschool-for-kids-672x378.jpg

Source of the Compass Rose: *Canva*

Poster “World map”



Source of the World map figure: adapted from dia.drive2vote.org/wp-content/uploads/coloring-pages-continents-and-oceans-map-worksheet-amazing-world-printable-preschool-for-kids-672x378.jpg

Note: the world map was printed in A3 size.

Appendix 8 – Lesson Plan #8



Agrupamento de Escolas de Alvalade

Escola Básica S. João de Brito

School Year 2020/2021

Lesson 8

Duration: 60 minutes

Class: 4ºB – 4th grade (A1 Level)

Date: 9th of November 2020

Didactic Unit: Portugal in Europe and in the World

Topic: Continents and Oceans of the world – exercises

Lesson Rationale

In the previous lesson the students concluded the topic “Continents and Oceans of the World” and the “Compass Rose” and had the opportunity to create a dialogue about this content. In this lesson the students will have several opportunities to use their knowledge of the theme in different exercises that develop different skills. Even though the students had already created dialogues with this content, this class’ biggest difficulties concerns their writing skills, therefore, it is always important to make sure they have several opportunities to acquire the new vocabulary as well as the new content.

The lesson has four stages. As in the previous lessons, the first stage is an introductory one, in which the student teacher and the students get ready for the lesson. The second and third stages consist in exercises that allow the students to practice their knowledge of the content taught as well as their writing and comprehension skills. The last stage of the lesson is a homework assignment that allows students to further develop their writing and comprehension skills.

Background Information

(See lesson plan number 1.)

Overall Aims

By the end of this lesson students will be able to:

- ❖ use the knowledge learned in the previous class to answer different types of questions;
- ❖ talk about the content learned, namely the continents, oceans, and cardinal points.

Development of the Lesson

Stage 1 (5 minutes): Welcoming the students and presenting the day's activities

Specific aims

By the end of this stage, the students will have entered the classroom orderly, sat down and prepared their English materials in order to start working.

Procedures

- ❖ As usual, the student teacher welcomes the students into the classroom by saying “good morning” and indicating that they should sit down and get their English notebooks.
- ❖ The student teacher randomly asks a student to go write the lesson number, date, and summary on the blackboard. The student may take his/her notebook so to have a guide.
- ❖ While the student is writing, the student teacher will ask the rest of the class if they see any mistakes, and if everything is correct. If there are any mistakes, for example in the ordinal number of the date or in any spelling, another student can go help the first student. The student teacher asks the student if she can dictate him/her the summary. Once it is finished, the student can go back to his/her seat and copy the information into her notebook.
- ❖ The rest of the class must copy down the summary into their notebooks.
- ❖ At the end, the blackboard should look as such:

Lesson number 14 (fourteen)

Monday, 9th of November 2020

Summary: Continents and Oceans of the World – exercises.
- ❖ Just like in the previous lessons, the student teacher writes a few essential sentences on the blackboard, so the students get used to using them throughout the lessons. These sentences will be written on the right top hand corner of the blackboard and they will stay there throughout the whole lesson. The sentences are:
 - “May I go to the bathroom?”
 - “Teacher, can you help me?”
 - “How do you say ... in English?”
 - “What does ... mean?”

- ❖ From now on whenever a student asks her one of those questions in Portuguese, she will simply point to the sentences, letting him/her know that they should rephrase their participation.
- ❖ While the students are copying, the student teacher will go around the classroom, answering any questions and helping the students that need her help.
- ❖ Once the students have finished copying, they move on to the next stage of the lesson.

Possible Problems/ Solutions

Considering what was referred in the previous lesson, the student chosen to go to the blackboard will be a well-behaved student, so to serve as an example for the rest of the classroom.

Resources/ Materials: Blackboard, chalk, students' notebooks, writing material.

Stage 2 (30 minutes): Questions and Answers

Specific aims

The students will answer five questions correctly, following the right structure.

Procedures

- ❖ The student teacher will tell them they will do an exercise in which they have to write the answers to questions similar to the ones they orally asked and answered in the previous lesson.
- ❖ The student teacher explains that she will write the questions on the blackboard and they will copy them using a pen. Then, they will answer with a pencil so they can correct any mistake.
- ❖ The blackboard will have the following questions:
 1. Answer the questions.
 - (a) How many continents are there? Name them.
 - (b) How many oceans are there? Name them.
 - (c) Where do we live?
 - (d) Is Portugal on the north side of the European continent?
 - (e) What ocean is on the east side of the American continent?

- ❖ The students will have 15 minutes to answer the questions. During that time the student teacher will let them know how much time they have left to complete the questions.
- ❖ The student teacher will walk around the classroom, helping students when needed and telling them to stay focused.
- ❖ Once the 15 minutes are up, the student teacher randomly asks a student to read the first question. Then, she will ask another student to read his/her answer. After the student reads the answer, she asks the class if they agree with their classmate's answer. If they agree and the answer is correct, the student can go write his/her answer on the board. If the classmates do not agree, they have to explain why. If the answer is indeed incorrect, the student teacher will help the student correct his/her answer and then they can go write it on the board.
- ❖ The same method is used for the other four questions.

Possible Problems/ Solutions

As has been referred before, the biggest issue for this class is writing. Therefore, the students may need some extra help with these exercises. Since the student teacher used the questions created by the students in the previous lesson, this exercise may be easier because the students are familiarized with these questions.

Resources/ Materials: Blackboard, chalk, students' notebooks, writing material.

Stage 3 (20 minutes): True and False exercise

Specific aims

For this stage, the students will complete a True or False exercise and they will transform the false sentences into true ones orally.

Procedures

- ❖ Once the previous exercise is completed, the student teacher will erase the board and write a new exercise:
 2. True or False.
 - (a) Portugal is on the north side of Europe.
 - (b) The Pacific Ocean is on the east side of the American continent.
 - (c) Asia is on the east side of Europe.

(d) The Atlantic Ocean is on the east side of the African continent.

- ❖ The students should copy the exercise into their notebooks and answer if the sentences are true or false.
- ❖ After eight minutes, the student teacher will inform them that they have two minutes to complete the exercise.
- ❖ Afterwards, four random students will answer the exercises on the board by writing true or false in front of the sentences.
- ❖ After each student answers, the student teacher will ask the rest of the class if they agree with the answer. If not, they should explain why and if they are correct, they can go correct the answer.
- ❖ Following this, the student teacher will randomly choose students to correct the false sentences. The possible corrections are the following:
 - (a) Portugal is on the southeast side of Europe.
 - (b) The Pacific Ocean is on the west side of the American continent.
 - (d) The Atlantic Ocean is on the west side of the African continent.

Possible Problems/ Solutions

This lesson is particularly dedicated to working the students' writing skills and to give them opportunities to test their knowledge of the content they have been learning. This means they will be working on their writing skills, which are their weakest point. Therefore, they may not be motivated. If that happens, the student teacher will try to work around the exercises so to keep them interested and focused on the work.

Resources/ Materials: Blackboard, chalk, students' notebooks, writing material.

Stage 4 (5 minutes): Homework Assignment

Specific aims

By the end of this stage the students will have written their homework assignment in their notebooks.

Procedures

- ❖ The student teacher will tell the class that because this is the first time they are talking about this content, it is important they have different opportunities to

use the new vocabulary and the new content. Therefore, their homework will be an exercise in which they will have to look at their world map and understand which oceans are in contact with which oceans. For that, they will have to complete a table.

- ❖ The student teacher writes the exercise on the blackboard:

Homework: Complete the table with the oceans

Europe	Asia	Africa	Oceania	Antarctica	America

- ❖ The students should copy the table using a pen and then complete it with the names of the oceans that are close to the continents. They may repeat the names.
- ❖ Once the students have copied it, the student will ask two random students what they have to do to make sure they have understood.
- ❖ Once this is finished, the lesson has also ended.

Possible Problems/ Solutions

This lesson requires a lot of work and attention from the students. Therefore, if the student teacher sees that they are too tired and have had enough opportunities to exercise their knowledge of the new content, she may skip this homework assignment and use these remaining five minutes to ask students some other questions in order to anticipate the content for the following lesson.

Resources/ Materials: Blackboard, chalk, students' notebooks, writing material.

Appendix 9 – Lesson Plan #9



Agrupamento de Escolas de Alvalade

Escola Básica S. João de Brito

School Year 2020/2021

Lesson 9

Duration: 60 minutes

Class: 4ºB – 4th grade (A1 Level)

Date: 12th of November 2020

Didactic Unit: Portugal in Europe and in the World

Topic: The European Union

Lesson Rationale

The previous lesson was dedicated to consolidating the knowledge acquired on the topic “Continents and Oceans of the World” through different types of exercises that relied on the students’ abilities to read and understand questions, as well as mobilize previous learned knowledge. In this lesson the class will be introduced to a new topic: “The European Union”.

The lesson is divided into four stages. The first one is, as always, the introduction in which the student teacher welcomes the students, and they prepare the beginning of the lesson. The second stage is dedicated to correcting the exercise about the oceans, and with this, concluding the topic from the previous lesson. The third stage is dedicated the presentation of the European Union, its history, and values. The students will consider what they understand of each of the values proclaimed by the European Union, which represents a great development in their critical thinking as well as in their knowledge of cultural relevant content. The last stage of the lesson was planned considering the lack of discipline showed by the class throughout the STP. In this stage the students will have the opportunity to reflect upon their behaviour in the classroom and classify them as “peacemakers” or “peace-breakers”.

Background Information

(See lesson plan number 1.)

Overall Aims

By the end of this lesson students will be able to:

- ❖ talk about the European Union, its values, and its history;

- ❖ reflect upon the need for rules and evaluate a set of classroom actions as “peace-breakers” or “peacemakers”.

Development of the Lesson

Stage 1 (5 minutes): Welcoming the students and presenting the day’s activities.

Specific Aims

By the end of this stage, students will have entered the classroom orderly, sat down and gotten ready to start the class.

Procedures

- ❖ The student teacher follows the same routine of waiting for the students outside the classroom, in order to welcome them into the classroom, while saying “good morning” and indicating that they should enter the classroom, sit down and get their English materials so they can start the lesson.
- ❖ Once the students are sitting down and have reached for their English notebooks, the student teacher randomly picks a student to go write the lesson, date, and summary on the board, as it has now become a routine.
- ❖ After the student writes the lesson, date, and the student teacher dictates the summary, the blackboard will look as such:

Lesson number 15 (fifteen)

Thursday, 12th of November 2020

Summary: Homework correction.

The European Union.

- ❖ Just like in the previous lessons, the student teacher will write a few sentences on the right top hand corner of the board. Those sentences will stay there for the whole class, and the students should use them instead of speaking Portuguese. The sentences are the following:
 - “May I go to the bathroom?”
 - “Teacher, can you help me?”
 - “How do you say ... in English?”
 - “What does ... mean?”
- ❖ While the students are copying the summary, the student teacher will go around the classroom, ensuring that they are writing without any mistakes.

- ❖ When the time is up the student teacher asks: “May I erase the board?”. If any student says: “No.” the student teacher will ask them to copy the rest from a classmate’s notebook.

Possible Problems/ Solutions

Whenever the students have some homework to present, this initial stage of the lesson can be a little problematic, because they are usually excited to show the student teacher what they have done. If that happens, the student teacher will ask them to be patient and to save their participation for when they are looking at their homework.

Resources/ Materials: Blackboard, chalk, students’ notebooks, writing material.

Stage 2 (10 minutes): Homework Correction

Specific Aims

By the end of this stage the students will have had corrected their homework, so their tables have the correct names of the oceans under the names of the continents with which they border.

Procedures

- ❖ For informal record, the student teacher asks the class who has done the homework.
- ❖ The student teacher starts by copying the table the students had to complete onto the blackboard:

Europe	Asia	Africa	Oceania	Antarctica	America

- ❖ Then, so to give the students an opportunity to recall the content learned in the previous lesson, she asks two random students the questions: “How many oceans are there?” and “Can you name them?”.
- ❖ If necessary, while the students are answering, they can have a classmate helping if they do not remember the five oceans.
- ❖ After they have answered, the student teacher asks for a volunteer to go to the board and show the class which oceans s/he thinks border Europe.

- ❖ Once s/he has answered, the student teacher asks the rest of the class if they agree. If they do and the answer is correct, they can move on to the next continent (Asia). However, if they do not agree, they have to explain why, and if they are right, another student can go complete with the oceans missing or erase the ones that do not belong there.
- ❖ The same method will be followed for the remaining continents.
- ❖ In the end, the table should look as such:

Europe	Asia	Africa	Oceania	Antarctica	America
Atlantic Ocean	Pacific Ocean	Atlantic Ocean	Pacific Ocean	Antarctic Ocean	Pacific Ocean
Arctic Ocean	Indian Ocean	Indian Ocean	Indian Ocean		Atlantic Ocean
	Arctic Ocean		Antarctic Ocean		Arctic Ocean

- ❖ The student teacher tells the class they should make sure they have their homework corrected so that later on they can look at their notes and have correct information.
- ❖ While the exercise is being corrected, the student teacher will walk around the classroom looking at the students' notebooks so to help with anything necessary.

Possible Problems/ Solutions

This exercise was not simple, since the students had never had any contact with this content before. If necessary, the student teacher will help them visualize the limits of each ocean by looking at the world map.

Resources/ Materials: Blackboard, chalk, students' notebooks, students' homework, writing material, world map.

Stage 3 (25 minutes): The European Union (EU)

Specific Aims

By the end of this stage the students will know what the European Union (EU) is, how many countries belong to it and the date Portugal joined. Besides, they will know at least six essential values of the EU.

Procedures

- ❖ The student teacher starts by asking, in Portuguese, if they have ever heard of the “União Europeia”. Then she tells them that in English it is called the “European Union” and asks the class to repeat “European Union”.
- ❖ After the students have participated, in Portuguese, the student teacher tells them they will learn a few things about the EU today.
- ❖ Firstly, she writes the title on the blackboard:

The European Union

- ❖ Then she tells the students that the EU started in 1958 after World War II.⁴³ However, Portugal only joined the EU in 1986. Nowadays, the EU has 27 countries.
- ❖ If the students have any doubts, the student teacher will briefly clarify them, if needed, in Portuguese.
- ❖ The student teacher will now show them a map of the EU (Appendix 9.1 – Lesson Plan #9 materials – Poster “Map of the European Union”) for them to observe.
- ❖ The student teacher will ask a random student to look at the map and name three different countries. Then, another student will have to analyse the information on the map in order to tell the class when those countries joined the EU.
- ❖ This will be repeated with another pair of students, who now have to name three other countries and then refer their dates of entrance in the EU.
- ❖ When the students are naming the countries, the student teacher will help them with pronunciation.

⁴³ Given that these are 4th grade students, it is the very first time they come into contact with this theme, therefore, the presentation about the EU will not be too complicated, so to facilitate their comprehension.

- ❖ When the students have to read the years in which the countries entered the EU, the student teacher will take this opportunity to revise (if she sees they already know this) or teach (if she sees the students do not know this) how to read the years in English.
- ❖ For that, the student teacher can write one of the years on the blackboard and then explain to the class by dividing the year and writing underneath how to say it, as such:

$$\begin{array}{cc} 19 & 86 \\ \frown & \smile \\ \text{Nineteen} & \text{Eighty-six} \end{array}$$

- ❖ Once the students have answered the questions, the student teacher writes on the board:

The European Union

- The European Union started in 1958.
- Portugal joined the EU in 1986.
- There are 27 countries in the European Union. Some of them are

...⁴⁴

- ❖ Afterwards, the students will have to copy this information into their notebooks. While they are doing that, the student teacher walks around the classroom, helping those who may need it and ensuring that they are working.
- ❖ Once the students have copied the information, the student teacher moves on to the next theme. To introduce the theme, the student teacher asks the class if they know the word “value”.
- ❖ If any student knows, s/he can translate it and explain what they think it is. If no one knows, the student teacher will tell the class it means “valor”. Then, the students can try to explain what “valor” means.
- ❖ After this introduction, the student teacher will tell the class that in order for a country to survive, it is based on rules and values. Therefore, the same works for the EU. She then tells them that for any country to be a part of the EU has to ensure it fulfills a set of values.
- ❖ Next, the student teacher will present the values one by one.

⁴⁴ The student teacher will write the six countries named by the students.

- ❖ The student teacher says that the first value is “human dignity” and asks the class if any of them knows what it means in Portuguese. If any student is able to translate it to “dignidade humana” they can also try to explain what it is. If necessary, the student teacher will tell the class it translates to “dignidade humana” and then the students can try to explain what it means, by giving examples. If needed, the student teacher will also give examples to illustrate the concept.
- ❖ Afterwards, they will talk about “freedom”. Once again, the student teacher asks if anyone knows what it is and if they can provide examples. If needed, the student teacher will help them translate the word (“liberdade”). When looking for examples, the student teacher can refer the Portuguese holiday, the 25th of April, with which the students are familiarized.
- ❖ The remaining values (democracy, equality, rule of law, and human rights) will be presented in the same manner. Whenever the student teacher verifies that the concepts are out of the students’ reach, she will repeat examples, and allow them to give examples as well of things they know, so to better acquire these concepts.
- ❖ In the end, the student teacher will write the values on the board so that everyone can copy them into their notebooks. The blackboard will look as such:

European Union – the values⁴⁵

- Human dignity (Dignidade Humana) – everyone has the right to live.
- Freedom (Liberdade) – everyone has the right to speak.
- Democracy (Democracia) – everyone has the right to vote.
- Equality (Igualdade) – everyone has the same rights.
- Rule of Law (Estado de Direito) – there are laws (leis) that rule a country.
- Human Rights (Direitos Humanos) – every child can go to school.

⁴⁵ These examples were the ones used by the students to explain the values; therefore, they were written exactly as the students suggested them. They were not modified by the student teacher so to facilitate the students understanding of these concepts.

- ❖ While the students are copying the information, the student teacher will go around the classroom, ensuring that the students are copying, and helping them whenever needed.

Possible Problems/ Solutions

Firstly, the students have never talked about the EU in school, therefore, they may need help to understand this content. Secondly, the values being approached are very abstract concepts, so they may need time to discuss these in Portuguese first, in order to be able to talk about them afterwards in English. If the student teacher verifies that they are struggling to understand what each of them means, she can reinforce their definitions in Portuguese and give them several examples, or ask them to think of different examples, even if it is at a smaller scale, such as the classroom. By asking the students to think about these examples, the student teacher will also be preparing them for the next stage of the lesson.

Resources/ Materials: Blackboard, chalk, students' notebooks, writing material, Poster "Map of the European Union".

Stage 4 (20 minutes): Peacemakers and Peace-breakers

Specific Aims

By the end of this stage the students will have divided into two sections – peacemakers and peace-breakers – 24 sentences describing actions.

Procedures

- ❖ As a warm-up, the student teacher erases the blackboard (even the sentences that were written at the very beginning of the lesson) and divides it into two by drawing a line in the middle. On one side she writes "PEACEMAKERS..." and on the other she writes "PEACE-BREAKERS..."
- ❖ She then asks the class what those words mean. After at least three students have participated, even if they have not guessed the meaning, the student teacher tells the class that just like a country has laws, and the EU has values that the countries must respect in order to be a part of it, a classroom (such as the one they are in) also has rules and values.

- ❖ The student teacher tells them that a peacemaker is something or someone that brings peace, that follows the rules; and a peace-breaker is something or someone who does the opposite.
- ❖ Then, the student teacher distributes a handout (Appendix 9.1 – lesson Plan #9 materials – Handout 5 “Peacemakers and Peace-breakers”) with a series of sentences.
- ❖ Once every student has a handout⁴⁶, the student teacher tells them that they have eight minutes to read the sentences and decide if they are “Peacemakers” or “Peace-breakers”. In order to distinguish them, they can use a star (*) to identify the “Peacemakers” and a circle (o) to identify the “Peace-breakers”.
- ❖ While the students are working, the student teacher will answer any questions regarding the meaning of any words.
- ❖ Once five minutes have passed, the student teacher tells them they only have three minutes left to finish the task.
- ❖ Once time is up, the student teacher asks the students for their answers. Since there are 24 sentences in total, every student has to participate once. The first student will have to give an example for “Peacemakers” and the second student for “Peace-breakers”.
- ❖ The student teacher advises the students to pay attention to what their classmates say so to not to repeat the same sentences.
- ❖ While the students are participating, the student teacher will write the sentences on the board. In the end the blackboard will look as such⁴⁷:

PEACEMAKERS...	PEACE-BREAKERS...
... listen to the teacher.	... do not pay attention.
... help each other.	... do not listen to the teacher.
... tell the truth.	... do not help their friends.
... share.	... are mean.
... follow the rules.	... are unkind.
... raise their hands to talk.	... break the rules.

⁴⁶ Note: There were three different versions of the handout. Each had 4 sentences describing peacemakers and another 4 sentences describing a peace-breaker. Each version was given to 6 students; however, the distribution was done alternately (most of the students sit in pairs): Student A – version 1; Student B – version 2; Student C (that sits behind student A) – version 3; Student D (that sits behind student B) – version 1, and so on.

⁴⁷ This is just an example; the sentences would appear in whichever order the students would say them.

... are kind.	... talk loudly.
... talk quietly.	... talk without permission.
... help people.	... fight.
... say please and thank you.	... lie.
... respect everyone.	... are selfish.
... work hard.	... do not work hard.

❖ Once every student has participated, this stage as well as the lesson is finished.

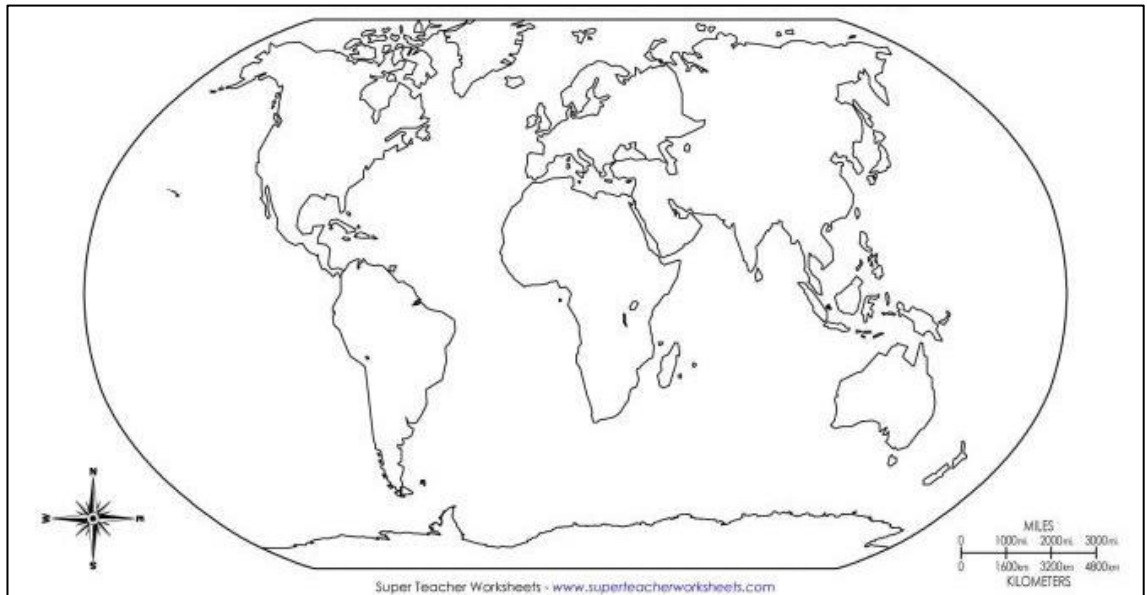
Possible Problems/ Solutions

Considering those who usually have more difficulties in the English class, the student teacher will change the order of distribution of the different versions of the handouts so that those students have the same version as their classmate sitting next to them. This will allow those who do not have such difficulties to help their classmates.

Resources/ Materials: Blackboard, chalk, 24 handouts “Peacemakers and Peace-breakers”.

Appendix 9.1 – Lesson Plan #9 materials

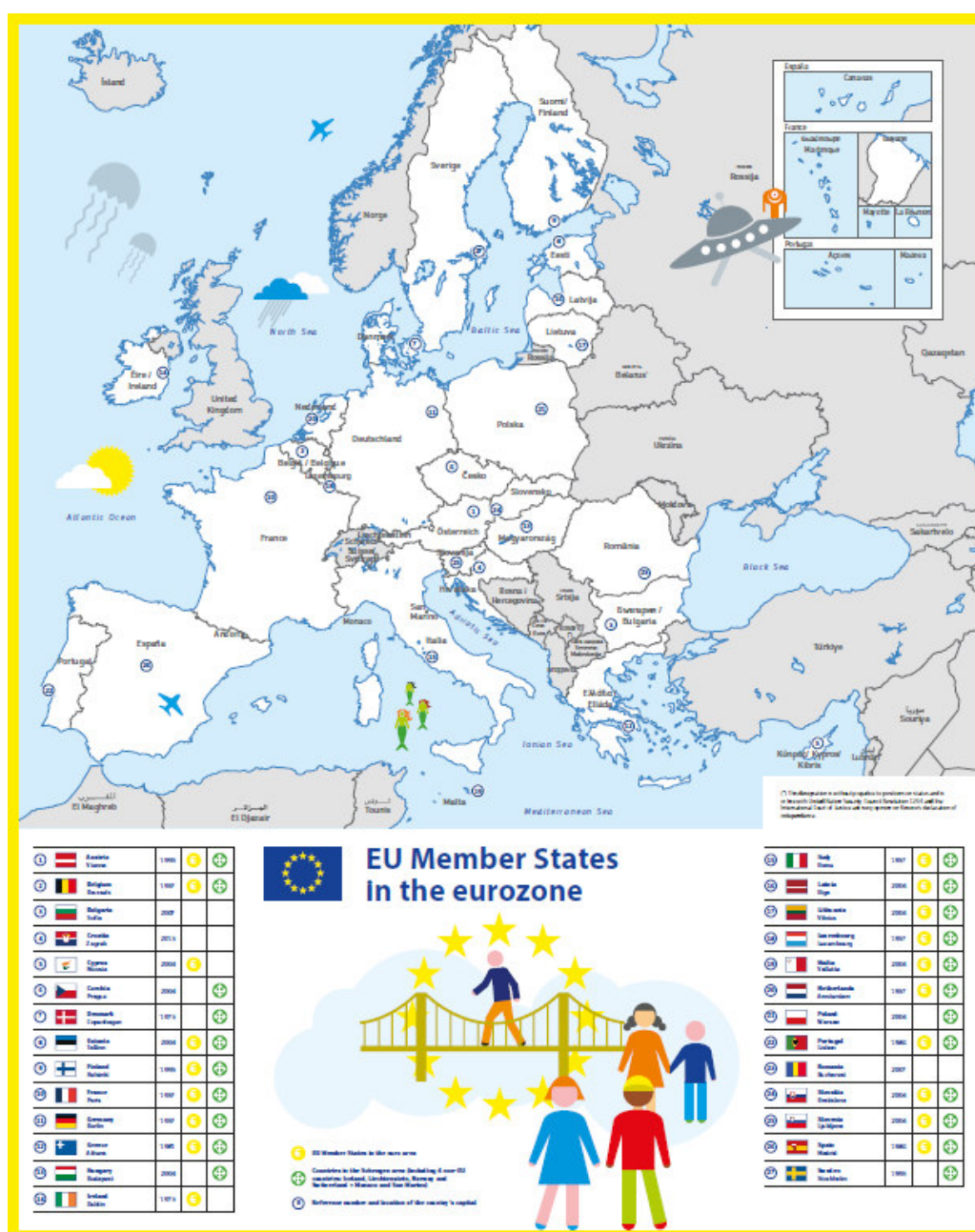
Poster “World Map”



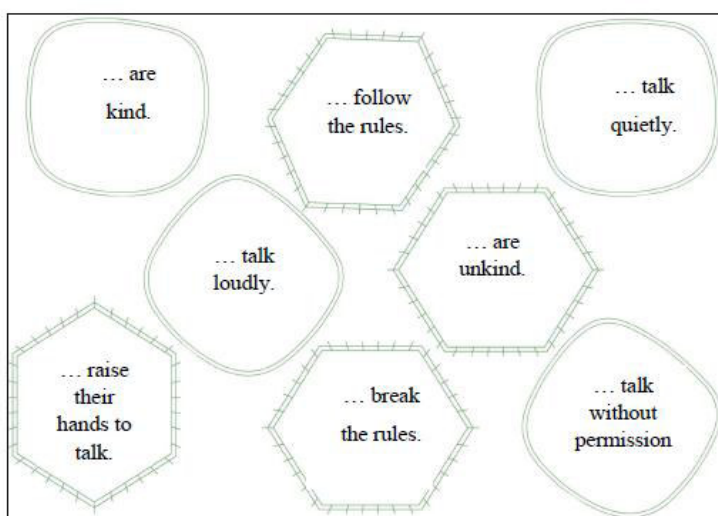
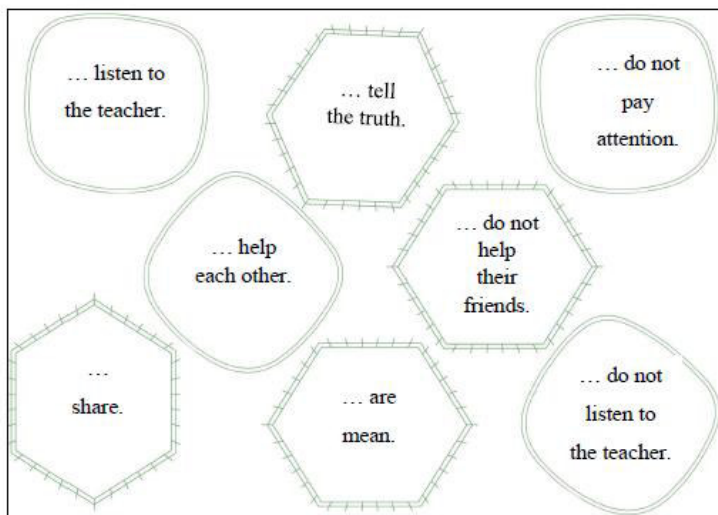
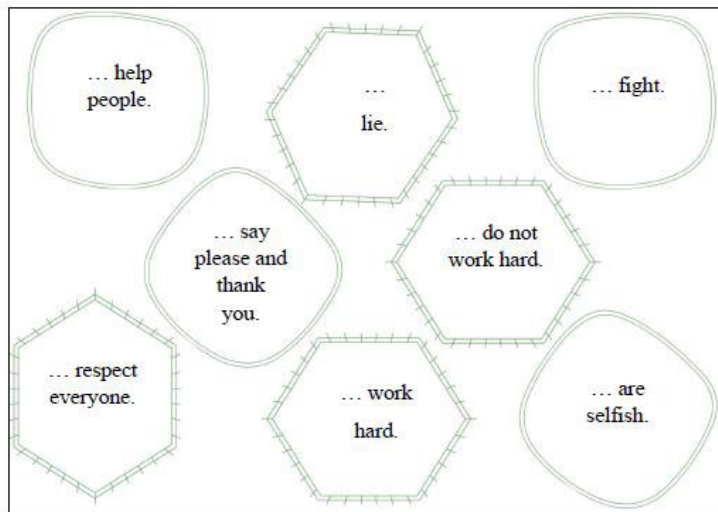
Source of the World map figure: adapted from dia.drive2vote.org/wp-content/uploads/coloring-pages-continents-and-oceans-map-worksheet-amazing-world-printable-preschool-for-kids-672x378.jpg

Note: the world map was printed in A3 size.

Poster “Map of the European Union”



Handout 5 “Peacemakers and Peace-breakers”



Source: student teacher created.

Appendix 10 – Lesson Plan #10



Agrupamento de Escolas de Alvalade

Escola Básica S. João de Brito

School Year 2020/2021

Lesson 10

Duration: 60 minutes

Class: 4ºB – 4th grade (A1 Level)

Date: 16th of November 2020

Didactic Unit: Portugal in Europe and in the World

Topic: Portugal, the flag, and the districts

Lesson Rationale

In the previous lesson the students explored the topic “The European Union” in which they talked about its history and its values. Through the discussion of the values, the student teacher introduced the issue of the need for rules and values everywhere, including in a classroom. From here on, the students had the opportunity to analyse a series of actions that can take place in the classroom and classify them as “peacemakers” or “peace-breakers”. This lesson will introduce a new topic related to their country, Portugal. The students will have the opportunity to show their knowledge of the Portuguese flag and what it represents (e.g. colours and symbols). Additionally, they will learn the names of some of the Portuguese districts as well as the Portuguese Archipelagos. Through a listening exercise, they will revise colours and some of the vocabulary learned throughout this didactic unit.

The lesson is divided into five stages. The first stage is, once again, dedicated to welcoming the students and introducing the lesson’s activities. The second, third and fourth stages are dedicated to presenting the new topic “Portugal, the flag, and the districts” interspersed with different exercises to consolidate content. The last stage of the lesson is dedicated to a textual production in which the students must talk about themselves, where they come from and where they have family. They will then have to present this text to the class, hence developing their oral skills.

Background Information

(See lesson plan number 1.)

Overall Aims

By the end of this lesson, students will be able to:

- ❖ talk about the Portuguese districts and archipelagos;
- ❖ identify the Portuguese flag and talk about its meaning;
- ❖ write a text about themselves and the place where they come from.

Development of the Lesson

Stage 1 (5 minutes): Welcoming the students and presenting the day's activities

Specific Aims

By the end of this stage, the students will have entered the classroom orderly, sit down and prepare their English material, in order to start working.

Procedures

- ❖ The student teacher follows the same routine of waiting for the students outside the classroom, in order to welcome them into the classroom, while saying “good morning” and indicating that they should sit down and get their English materials ready.
- ❖ Once the students are sitting down and have reached for their English notebooks, the student teacher randomly picks a student to go write the lesson, date, and summary on the board, as it has now become a routine.
- ❖ After the student writes the lesson, date, and the student teacher dictates the summary, the blackboard will look as such:

Lesson number 16 (sixteen)

Monday, 16th of November 2020

Summary: Portugal, the districts, and the Portuguese flag.
- ❖ Just like in the previous lessons, the student teacher will write a few sentences on the right top hand corner of the board. Those sentences will stay there for the whole class, and the students should use them instead of speaking Portuguese. The sentences are the following:
 - “May I go to the bathroom?”
 - “Teacher, can you help me?”
 - “How do you say ... in English?”
 - “What does ... mean?”
- ❖ While the students are copying the summary, the student teacher will go around the classroom, ensuring that they are writing without any mistakes.

- ❖ When the two minutes are up the student teacher asks: “May I erase the board?”. If any student says: “No.” the student teacher will ask them to copy the rest from a classmate’s notebook.

Possible Problems/ Solutions

Considering what has been referred in previous lessons, the student chosen to go to the blackboard will be well-behaved, so to serve as an example for the rest of the class.

Resources/ Materials: Blackboard, chalk, students’ notebooks, writing material.

Stage 2 (10 minutes): Portugal

Specific Aims

After this stage the students will know in how many districts Portugal is divided into as well as the names of the Portuguese Archipelagos.

Procedures

- ❖ The student teacher will start by writing the title “Portugal” on the blackboard. Then she will ask the students if they can tell her the names of two different cities in Portugal.
- ❖ After the students have participated, the student teacher will ask if they know what a district is. If they know the answer they will move on, if not the student teacher will explain that districts are the divisions of a country.
- ❖ Next, she will ask if they know how many districts Portugal is divided into. If the students know the answer, the student teacher will write it on board:

Portugal

Portugal has got eighteen (18) districts.

- ❖ Afterwards, the student teacher asks the class if they have ever heard of the Azores and Madeira. Then she asks if they are part of Portugal. If the students say yes, she will say: “but Azores and Madeira are not districts in Continental Portugal, are they?” The goal is for the students to say that they are islands or archipelagos. If the students say “islands”, the student teacher will correct them, by explaining that they are in fact groups of islands called archipelagos.

- ❖ This information will be added to the blackboard as such:

Portugal

Portugal has got eighteen (18) districts.

There are two Portuguese Archipelagos: Azores and Madeira.

- ❖ The students should copy this information into their notebooks. While the students are copying, the student teacher walks around the classroom, helping them and answering possible questions.
- ❖ The student teacher starts asking the students the name of the city they are in. The answer should be Lisbon, however, they may say Alvalade. If that is the case, the student teacher will explain that Alvalade is a parish (“uma freguesia”) of the city of Lisbon. The introduction of the new vocabulary word – parish – is an anticipation of the last stage of this lesson, in which they have to write a text about where they live.
- ❖ Once they have established that the city is Lisbon, the student teacher will ask the class if they know what is it that makes Lisbon different from other Portuguese cities. The answer could be that it is a district, however, the student teacher is looking for the word “capital”, so she can tell them that Lisbon is the Portuguese capital. After that, the student teacher will tell the class that contrary from them, she comes from a different parish in a different district. The student teacher explains that she comes from the parish of Fatima, in the Santarém district (this information is also an anticipation for the fourth stage of the lesson).

Possible Problems/ Solutions

Even though the students have talked about this in *Estudo do Meio*, they are not familiar with the English vocabulary (e.g. districts or archipelagos), so if needed, the student teacher will repeat the words and let the students also repeat them several times for them to get used to them.

Resources/ Materials: Blackboard, chalk, students’ notebooks, writing material.

Stage 3 (10 minutes): The Portuguese Flag

Specific Aims

The students will learn the different elements and colours of the Portuguese flag, as well as their meanings.

Procedures

- ❖ The student teacher starts by distributing a handout of the Portuguese flag (Appendix 10.1 – Lesson Plan #10 materials – Handout “The Portuguese Flag”) to each student.
- ❖ The students must write the title “The Portuguese Flag” and glue the handout into their notebooks.
- ❖ Then, the student teacher asks the class if they know the main colours in the Portuguese flag. Once the students have named green, red, and yellow, the student teacher shows them a picture of the Portuguese flag for them to confirm.
- ❖ The student teacher then asks the class if they know what the colours as well as the armillary sphere and the shield represent.⁴⁸
- ❖ While the students were participating, the student teacher writes on the blackboard the information the students already know. In the end, the blackboard should look as such:

The Portuguese Flag

Green represents hope.

Red represents the heroes’ blood and bravery.

The armillary sphere represents the Portuguese seamen and the Age of Discoveries.

The Portuguese shield represents the Portuguese Bravery in the Battle of Ourique.⁴⁹

- ❖ The students must copy this information into their notebooks. After that, they can colour the Portuguese flag until the time for this activity is up. The student teacher will let them know when they have five minutes left.

⁴⁸ Note: The student teacher knows the class has already talked about this in *Estudo do Meio*, therefore, she will let the students tell her what they have learned, and she will only teach them the vocabulary in English.

⁴⁹ These sentences were the ones created by the students; the student teacher simply helped them translate the words they did not yet know.

Possible Problems/ Solutions

Even though the students have already talked about this theme in *Estudo do Meio*, they may have some difficulties with the vocabulary in English. Therefore, the student teacher will help them by repeating the new vocabulary several times, and letting them repeat the words as well, so they become familiarized with the pronunciation.

Resources/ Materials: Blackboard, chalk, students' notebooks, writing material, 24 handouts of the Portuguese Flag, Portuguese Flag (picture), colouring pencils, glue.

Stage 4 (15 minutes): Portuguese districts – listening exercise

Specific Aims

By looking at a map of Portugal, the students will colour in certain districts according to the indications given by the student teacher. After, they will identify the Azores and Madeira on the same map, by writing the names of the Archipelagos.

Procedures

- ❖ The student teacher distributes a map of Portugal (Appendix 10.1 – Lesson Plan #10 materials – Handout 7 “Map of Portugal”) which has the districts as well as the archipelagos.
- ❖ The student teacher informs the students they will need their coloured pencils again.
- ❖ Once the students have their coloured pencils, the student teacher gives them two instructions in which they will have to paint the same districts. The first one is: Paint the district where we are in blue (the students must paint Lisbon in blue; they already know their district is Lisbon, because this was discussed in the second stage of the lesson). The second one is: Paint the district where I am from in red (this is also known information, because it was discussed in the second stage of the lesson).
- ❖ Then, the student teacher gives them instructions to colour in yellow a district, other than Lisbon, where they have family. This will require them to colour different districts.
- ❖ After this, the student teacher will ask a random student the names of the archipelagos. Once the student has said the Azores and Madeira, the student

teacher asks him/her which one is the Azores. The student can point it on the student teacher's map (Appendix 10.1 – Lesson Plan #10 materials – Poster “Map of Portugal”). The same is done for Madeira.

- ❖ The students should now write the Azores and Madeira next to each archipelago.

Possible Problems/ Solutions

When the student teacher asks the students to colour in yellow a district, other than Lisbon, in which they have family, the students can tell her that they do not know or that they do not have family outside Lisbon. If that happens, she will tell them to colour the district of Oporto in green instead.

Resources/ Materials: Map of Portugal; 24 handouts of the map of Portugal, writing material, colouring pencils.

Stage 5 (20 minutes): Where do you come from? – text production

Specific Aims

Each student will write and read a text in which they tell their classmates where they are from, mentioning their parish and their district.

Procedures

- ❖ The student teacher starts by writing on the blackboard a text about herself:
My name is Jacinta and I live in the parish of Fatima that belongs to the district of Santarém. Some of my family lives in the parish of Santa Catarina da Serra in the district of Leiria.
- ❖ The student teacher then reads out loud her text.
- ❖ After that, the students have to write their own texts following a similar structure. They have 5-8 minutes to write their texts.
- ❖ While the students are writing, the student teacher walks around the classroom, helping them and checking if they have any questions. Once the five minutes are up, the student teacher asks the class: “Has everyone finished?”. If everyone has finished, they will start reading their texts, if not the student teacher will give them three more minutes to finish.

- ❖ Once time is up, the student teacher starts asking students to read their text. While they are reading, the student teacher may help them if they struggle to use the new words (e.g. district and parish).
- ❖ Once every student has read their text, the lesson's activities are completed. Before finishing the lesson, the student teacher will remind the class that the following lesson will be their last with her, and therefore, they will answer a small quiz about the things they have been learning.
- ❖ After this information has been shared with the students, the lesson is finished, and the student teacher wishes them a good week.

Possible Problems/ Solutions'

Similarly to what happened in the previous task, the students may not know if they have family in another district. If this is the case, the students can just think of a place they have visited and write "I once visited the parish of ... in the district of...".

Resources/ Materials: Blackboard, chalk, students' notebooks, writing material.

Appendix 10.1 – Lesson Plan #10 materials

Poster “The Portuguese Flag”



Source: images.app.goo.gl/Mh8btcyBmicj8syh8

Note: this was printed in A3 size

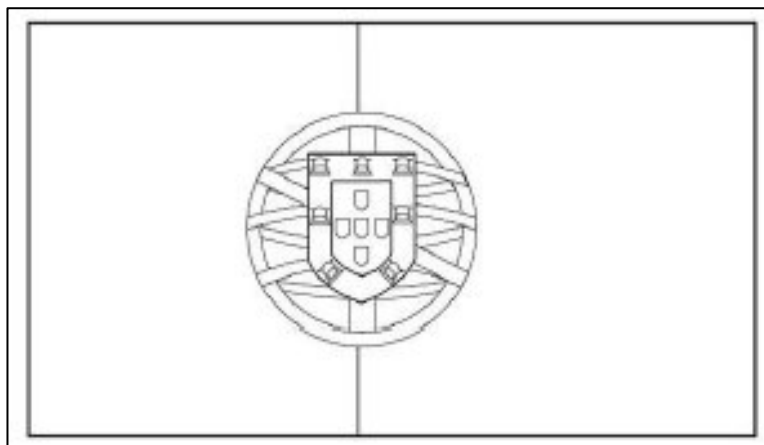
Poster “Map of Portugal”



Source: <https://cheveuxcrepusfrun.blogspot.com/2017/01/mapa-de-portugal-e-ilhas-para-pintar.html>

Note: this was printed in A3 size.

Handout 6 “The Portuguese Flag”



Source: images.app.goo.gl/Mh8btcyBmicj8syh8 (edited by the student teacher)

Handout 7 “Map of Portugal”



Source: <https://cheveuxcrepusfrun.blogspot.com/2017/01/mapa-de-portugal-e-ilhas-para-pintar.html>

Appendix 11 – Lesson Plan #11



Agrupamento de Escolas de Alvalade

Escola Básica S. João de Brito

School Year 2020/2021

Lesson 11

Duration: 60 minutes

Class: 4ºB – 4th grade (A1 Level)

Date: 19th of November 2020

Didactic Unit: Portugal in Europe and in the World

Topic: Portugal in Europe and in the World – conclusion

Lesson Rationale

In the previous lesson the students concluded the topic “Portugal in Europe and in the world”, therefore, this last lesson of the STP is particularly dedicated to assessing the students’ comprehension of the themes explored in the second didactic unit. In this lesson they will answer the final quiz “Portugal in Europe and in the World – What did I learn?”. After finishing the quiz, the students will have the opportunity to create two posters about “peacemakers” and “peace-breakers”.

The lesson is divided into three stages. The first one is the introductory stage as it existed in all the other lessons. In the second stage the students will answer the quiz “Portugal in Europe and in the World – What did I learn?” and in the last stage they will work on the posters “Peacemakers” and “Peacebreakers”.

Background Information

(See lesson plan number 1.)

Overall Aims

By the end of this lesson students will be able to:

- ❖ answer different kinds of questions about the theme “Portugal in Europe and in the World”;
- ❖ create posters titled “Peace-breakers and Peacemakers”.

Development of the Lesson

Stage 1 (5 minutes): Welcoming the students and presenting the day's activities

Specific aims

By the end of this stage, the students will have entered the classroom orderly, sat down and prepare their English materials in order to start working.

Procedures

- ❖ As usual, the student teacher welcomes the students into the classroom by saying “good morning” and indicating them to enter the classroom, sit down and get their English materials so they can start the lesson.
- ❖ The student teacher asks a random student to go write the lesson number, date, and summary on the blackboard. The student may take his/her notebook so to have a guide.
- ❖ While the student is writing, the student teacher will ask the rest of the class if they see any mistakes, and if everything is correct. If there are any mistakes, for example in the ordinal number of the date or in any spelling, another student can go help the first student. The student teacher asks the student if she can dictate him/her the summary. Once it is finished, the student can go back to his/her seat and copy the information into her notebook.
- ❖ The rest of the class must copy down the summary into their notebooks.
- ❖ At the end, the blackboard should look as such:

Lesson number 17 (seventeen)

Thursday, 19th of November 2020

Summary: Portugal in Europe and in the World – conclusion.

Peacemakers and Peace-breakers.
- ❖ Just like in the previous lessons, the student teacher writes a few essential sentences on the blackboard, so the students get used to using them throughout the lessons. These sentences will be written on the right top hand corner of the blackboard and they will stay there throughout the whole lesson. The sentences are:
 - “May I go to the bathroom?”
 - “Teacher, can you help me?”
 - “How do you say ... in English?”

- “What does ... mean?”
- ❖ Whenever a student asks her one of those questions in Portuguese, she will simply point to the sentences, letting him/her know that they should rephrase their participation.
- ❖ While the students are copying, the student teacher will go around the classroom, answering any questions and helping the students that need her help.
- ❖ Once the students have finished copying, they move on to the next stage of the lesson.

Possible Problems/ Solutions

The students know that today they will have a quiz about the theme they have been learning, therefore, they may be concerned about this, which can make them agitated and distracted. If that happens, the student teacher will remind them that they do not need to worry and that the quiz will not have any consequences on their English marks.

Resources/ Materials: Blackboard, chalk, students’ notebooks, writing material.

Stage 2 (40 minutes): Final Quiz “Portugal in Europe and in the World – What did I learn?”

Specific aims

By the end of this stage, the students will have completed a quiz with several different questions about the theme “Portugal in Europe and in the World”.

Procedures

- ❖ The student teacher starts by asking the students to close their notebooks and leave only a pen on their desks.
- ❖ Then, she distributes the 24 handouts of the quiz “Portugal in Europe and in the World – what did I learn?” (Appendix 11.1 – Lesson Plan #11 materials – Final Quiz “Portugal in Europe and in the World – What did I learn?”), one to each student.

- ❖ Once everyone has a copy of the quiz, the student teacher instructs them to write their names with a pen, read the questions carefully, and call her if they have any doubts.
- ❖ The student teacher assures them that the results of this quiz will not affect their English grade, it is just for her to understand what they have learned throughout the lessons.
- ❖ While the students are completing the quiz, they can call the student teacher whenever there is something they do not understand, and she will help them; however, she will not give them any answers and they are not allowed to look at their notes.
- ❖ The student teacher will let the class know when they only have ten minutes left to complete the quiz, and then when they have only five minutes left.
- ❖ Once everyone has completed the quiz, the student teacher will collect them to keep a register of their results, and she will give them back to the students the following week, even though her lessons are now finished.

Possible Problems/ Solutions

This is the second time the students are answering a quiz in which they have to show what they have learned; therefore, they should be used to it by now. However, it is possible they still feel pressured and nervous given that this will be similar to a test in which they cannot check their notes. The student teacher will tell them as many times as needed that this is not a test, and that it has no consequences on their English marks. Besides, while the students are completing the questions, if any student finishes earlier, the student teacher will tell them to colour the Compass Rose in the quiz.

Resources/ Materials: 24 handouts of the quiz “Portugal in Europe and in the World – What did I learn?”, writing material.

Stage 3 (15 minutes): Peacemakers and Peace-breakers – poster construction

Specific aims

By the end of this stage, the students will have created two posters with the sentences of “peacemakers” and “peace-breakers”.

Procedures

- ❖ The student teacher will distribute a cut-out with a sentence to each student, then she will show them two cardboard sheets – one blue and one yellow.
- ❖ The students will choose which cardboard sheet they want as the “peacemakers” and which one they want as the “peace-breakers”. Once they have chosen, the student teacher glues the titles on each poster.
- ❖ Then, each student, in the order they are sitting in, will read their sentence aloud (e.g. ... follow the rules), tell the class if it is for “peacemakers” or “peace-breakers”, get up and glue it on the correct poster.
- ❖ Every student will do the same.
- ❖ Once the 24 sentences have been read and glued on the posters, the posters will be secured in the cork panel in the classroom.
- ❖ Once this activity is finished, the student teacher thanks the students for their help, enthusiasm and work throughout these last lessons and wishes them a good weekend.

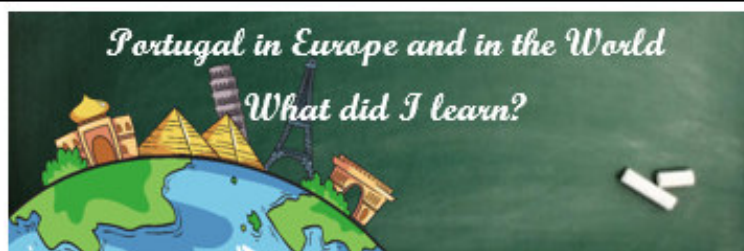
Possible Problems/ Solutions

Even though the students already know these sentences, they may not recognize the one that is given to them, because originally there were three versions of the handout given to them in the 15th lesson (see appendix 9). If this happens, they can ask their classmates for help.

Resources/Materials: 2 different colour posters; two titles (“Peacemakers...”; “Peace-breakers ...”); 24 sentences – handout; glue.

Appendix 11.1 – Lesson Plan #11 materials

Final Quiz “Portugal in Europe and in the World – What did I learn?”



Name: _____

Answer the questions:

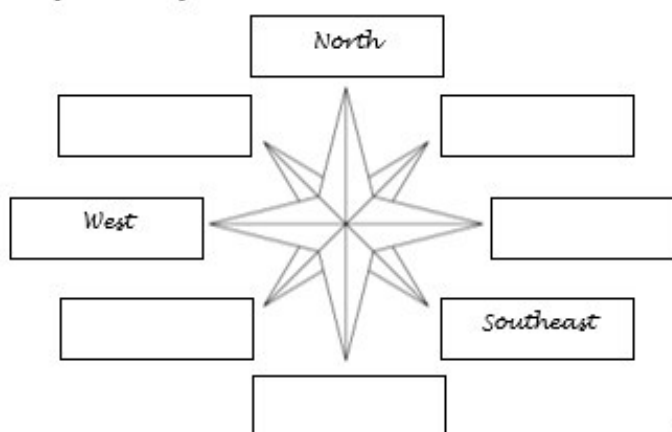
1. How many continents are there in the world? Name them.

2. How many oceans are there in the world? Name them.

3. The European Union has got six important values. Can you name three?

4. What do the green and the red colours represent in the Portuguese Flag?

Complete the Compass Rose.



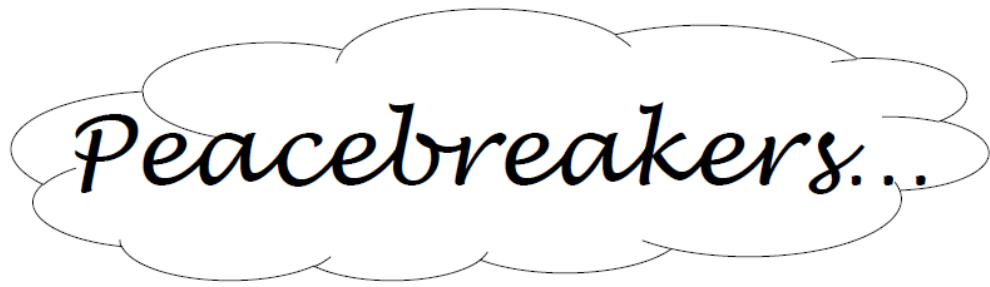
Thank you 😊!

Jacinta Almeida

Source of the quiz: student teacher created.

Source of the pictures in the heading and the compass rose: pt.pngtree.com/

Titles for the posters



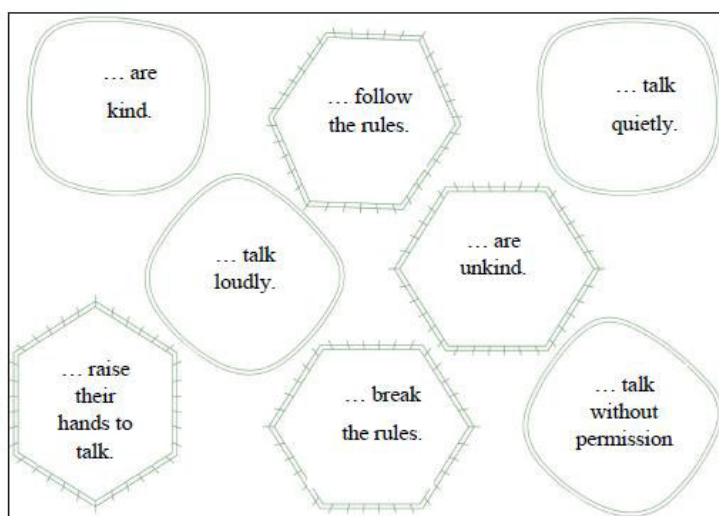
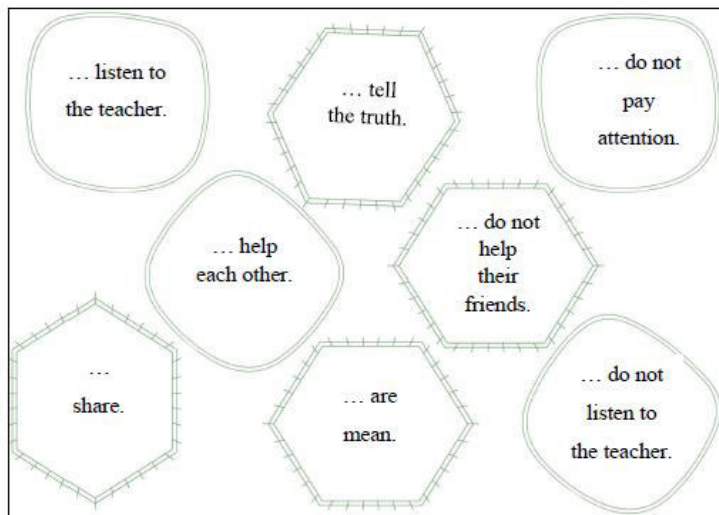
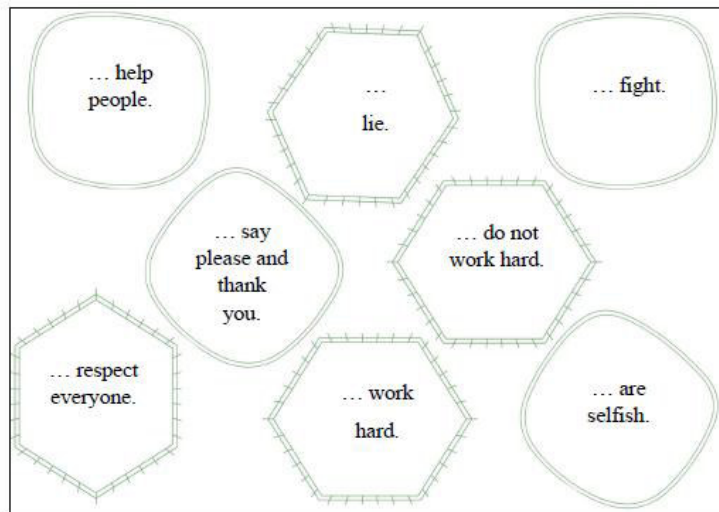
Peacebreakers...



Peacemakers...

Source: student teacher created.

Handout 8 “Peacemakers and Peace-breakers’ sentences”



Source: student teacher made.

Note: Each sentence was cut by the student teacher and then given to the students.